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# JUNIOR COLLEGE JOURNAL

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# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES



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# JUNIOR COLLEGE JOURNAL

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Number 4

## What is a Community College?

JAMES W. REYNOLDS

The term, *junior college*, has long been regarded by many as inappropriate. While this feeling is not shared by all people in the junior college field, it has led to the development of titles considered more appropriate. The term, *technical institute*, for example, is one such development.

Another term, popularized in recent years, is *community college*. This popularization received impetus from the Report of the President's Commission on Higher Education published under the title, *Higher Education for American Democracy*<sup>1</sup>. Popularization has been stimulated further by the publication of Bogue's, *The Community College*<sup>2</sup>.

While the terms *technical institute* and *community college* have been used in preference to the term *junior college*, it is inaccurate to state that the distinction extends no further than one of terminology. For example, those who insist on the term *technical institute* customarily refer to institutions in which the major if not the sole educational emphasis is on the development of technical skills with a correspondingly reduced emphasis on general or university-parallel education.

In a like manner, proponents of the term *community college* attribute to the institution described a concern for community educational needs which by implication is regarded as not being manifested by schools called *junior colleges*. The proposal of the newer terms, thus represents a dissatisfaction with the conventional junior college program, as well as a dislike for the name, *junior college*.

Of the two newer titles considered, *community college* is currently causing more discussion in the nation as a whole. Some of the proponents of the term appear to believe that junior colleges, so designated, are remiss in satisfying community educational needs. One of the obvious conclusions which this faulty premise suggests is that the alleged deficiency can be overcome only through a change in the name of the institution.

It will be observed that the satisfaction of educational needs is not a function of the name by which an institution is called. It is proba-

<sup>1</sup>*Higher Education for American Democracy*, A Report of the President's Commission on Higher Education. New York: Harper and Brothers, 1947.

<sup>2</sup>Jesse Parker Bogue, *The Community College*. New York: McGraw-Hill Book Company, Inc., 1950

bly true, however, that while many *junior colleges*, *technical institutes*, and the few institutions called *community colleges* are discharging some of their responsibilities for satisfying community educational needs, there is no institution, regardless of name, which has reached the ultimate in what can be done.

Our fundamental need of many junior colleges in evaluating their own progress toward satisfying community educational needs is a master pattern against which the current status of the educational program can be checked. The writer has been working on such a pattern and presents it here for such help as it may provide. He presents it as an unfinished product (incidentally, hoping that a finished product will never be constructed), and joins the critics of the plan in condemning all its obvious shortcomings. Its only virtue, he modestly proclaims, is that it can be used by a professionally alert faculty as a point of departure in constructing a more acceptable pattern. When this more acceptable pattern is constructed, the faculty will possess an instrument adequate for institutional self-evaluation.

#### Criteria for identifying a Community College:

1. Sensitivity of the curriculum to community needs: the development of practical methods for discovering community needs, the facility with which innovations may be adopted in the curriculum, methods of evaluating the success with which community needs are met.
2. Extension of the educational program beyond the conventional classroom aspects: *cultural activities*—bringing artists from outside the community, provision for fine arts interests in the community, student presentations; *recreational activities*—competitive activities including sports leagues, table games, etc., and non-competitive activities including community nights, dances, parties, etc.; *thought-provoking activities*—open forums, town hall discussions, visiting lecturers, student debates, etc.; *adult education classes*—vocational, including trades, commercial, agriculture, etc., and non-vocational, including general, hobby groups, community improvement, personal improvement, etc.
3. Faculty competence used in solving community problems. The development of practical methods for discovering faculty competence which may be used outside the classroom, and the use of this competence in such activities as consultation, conducting clinics, members of lecture bureau, such civic activities as campaigns, club memberships, etc., and religious activities.
4. Student competence used in solving community problems. The opportunities here parallel those listed under faculty competence.
5. Community participation in curriculum making. The development of methods for arousing community interest in curriculum problems, and of methods for community participation.
6. Using the community as an instructional laboratory. The development of methods for discovering the resources of the community which can be so used, and of methods for using these resources effectively in the class and extra-class program.
7. An effective public relations program.
8. A system for evaluating the success of the community service program.



## *Toward a Common Basis*

S. A. NOCK

A couple of years ago the American Association of Collegiate Registrars and Admissions Officers devoted part of its annual program to a panel on the junior college. It was an instructive but at the same time a baffling discussion, because there seemed to be so little that junior colleges as such have in common. Representatives from junior colleges throughout the country were present, and many of them presented fairly full accounts of what their institutions were doing; but they seemed to be talking about several different kinds of institutions. Often it seemed as though the only characteristic that most junior colleges have in common is a two-year curriculum.

It is perfectly legitimate to suppose that junior colleges do have nothing else in common, just as it is legitimate to suppose that various four-year colleges have nothing in common but a four-year curriculum and degree-granting rights. Yet degree-granting institutions are more and more coming to believe that there should be in all of them a basic program of essential studies. Those studies are, they believe, essential not to the curriculum but to the student. They begin to agree heartily with the comment once made by W. A. Shimer: "Suppose you have a boy who takes science, all he can get,

in high school. Then he goes on to college and majors in chemistry and allied scientific subjects. Then he goes on to graduate school, and gets his doctor's degree in chemistry after taking only courses in chemistry and allied sciences. When he's finished you don't have a man, do you? You haven't anything but a chemist."

Various kinds of junior colleges have been established for various reasons. Some are quite frankly transfer institutions, who send their graduates on to degree-granting colleges. Others just as frankly attempt to furnish the sort of educational background needed by nonmechanical young people who do not want to spend four years in college and yet are not satisfied that a high school education is enough for them. Still other junior colleges offer technical and vocational courses in abundance, to train their students to go out to jobs better than they might have gone after only high school training.

Throughout the Middle West and the West are municipal and other publicly controlled junior colleges whose students are for the most part local young people. Many, if not most of them are boys and girls who cannot afford easily to go away from home to college, or hope to manage two years away later on, even though

they cannot finance four years. Publicly controlled colleges that try to design a program for such students are in a difficult position. They must try to give two years of various four-year curriculums for their students who hope to transfer; and they must give terminal curriculums for their students who want to leave college at the end of two years.

In the East, especially, there are a number of junior colleges that are in no wise technical, although some of them may offer a few vocational programs of study, and that are not primarily transfer institutions. They may specialize in painting and modeling, or in music, or in home economics not as a profession, or in a number of other 'majors'. But they are alike in that they are privately controlled, and often fairly expensive.

The junior colleges controlled by religious groups bring still other elements into the situation; and since much of the religious instruction in one such college may be at variance with that in another, it is only on the broadest ethical basis that we can find agreement among them. Some of these junior colleges are primarily academic, and others are not. Some are transfer institutions, and some are not.

Again, coeducational junior colleges present problems absent in those that are men's colleges or women's exclusively. If only because the social attitude of the

administration is different, there is inevitable variety.

All in all, one might say that the junior colleges present much the same sort of picture that four-year colleges present. A four-year college that specializes in fine arts, philosophical inquiry on a fairly independent basis, and foreign languages, and is operated for women only, has superficially little in common with one that specializes in agricultural engineering for men. Students may spend four years in either, and graduates of either may write "Bachelor of Arts" or "Bachelor of Science" after their names, but that is about the extent of similarity.

Nevertheless, more and more such degree-granting colleges are arriving at the same conclusion — that during the first two years of their curriculums they should furnish a basis of general education, whatever the specializing in the last two may be. Graduate schools are even more emphatic in asking that undergraduate colleges confine themselves to general education, and leave specialization to the graduate program. For four-year students, however, a certain amount of specialization is in prospect. It is not necessarily in prospect for junior college students.

If a junior college student spends his first two years on general education, he may not have a chance to specialize at all. On the other hand, if he devotes his first two years to specialization, he may not have a chance to acquire a general

education in the educational institution he attends later. There is a question, then, whether the junior college can do more than offer vocational specialization, or on the other hand a general education or the beginning of it.

One reason for our having such a puzzle on our hands is that colleges are nowadays expected to teach a great deal of what used to be learned in high school, or even in grade school. Instructors have to take time to teach the elements of communication, both linguistic and quantitative. They have to coach their students in the elements of reading, writing, speaking, and figuring. The time that might be spent in co-ordinating vocational and general education is far too largely spent on elementary tool subjects.

No college can assume that its students are literate at entrance unless it spends a good deal of time with them and their work before admitting them. Consequently many college programs must to a great degree be shaped on the assumption that the literacy of the students is rudimentary only. Perhaps there is time in four-year colleges to overcome this handicap; there is not in junior colleges.

Another difficulty is in the assumption that a junior college should compete with industry in training apprentices. But, since that assumption is current, like the assumption that high schools should do likewise, it must be ac-

cepted as part of the picture. What is not so generally assumed, apparently, is that a junior college has not only future workmen in hand, but future citizens and future men and women.

There are certain basic fundamentals to be learned in every trade. If they can best be learned in school, well and good. But perhaps they can be more quickly learned on the job. There are also fundamentals of citizenship, and of personality, and those fundamentals can often be better learned in school and college than elsewhere, if only because they can be learned in a situation removed from distraction. To scamp such fundamentals in order to train for any vocation, whether running a lathe or painting a portrait, is to scamp the development of the individual who may contribute to society otherwise than by labor at a job.

In enlightening students by showing them the possibilities of development of personality and at least some of the numerous ways in which such development can take place, junior colleges of all types may contribute to the future welfare of its individual students and of society. A young man who goes into some trade to learn it from the bottom up, and who takes with him to the job competence in communicating with his colleagues, power to understand matters of a theoretical nature, and skill in collaborating with others in his vocational and personal society

is apt to continue going up from the bottom. He has a better chance than a young man who enters a trade equipped to do one of the fundamental and elementary jobs, and nothing more. It is just as true for young women as for young men that an ability to learn beyond the job and to co-operate with members of the various societies involved in living will make advancement possible.

Junior colleges could well accept as their common task that of preparing their students to understand what is before them in the world as well as on the job, of giving them the necessary equipment of ability in communication to take advantage of their understanding; and of encouraging in them a vigorous determination to live as competent individuals in society.

There is one more common task which the junior colleges could share with the four-year colleges: that of encouraging in their students an appreciation of values. A junior college can, as efficiently as any other institution of learning, encourage an appreciation of values, not merely social and financial values, but genuinely philosophical and ethical values. To achieve such appreciation a junior college need not introduce courses in philosophy and ethics, although such courses are neither so dull nor so futile as many people think.

The basis of our ethics in this country today is religious. The basis of our philosophical values is in our democratic conception of humanity. To emphasize the heritage of American students and to emphasize the validity of the background of the religions in which they or their fathers have been brought up would require a competent method of instruction and would require administrative encouragement. But in the long run nothing would be more profitable. It is because they lack an appreciation of values that so many people, young and old, degenerate into mere applauding or contemptuous audiences, or worse into apathetic scorners.

To those who go on from junior colleges to other colleges, an ability to evaluate, to act and think like responsible citizens, would be as valuable as it would to those who go out into shops, factories, offices, and kitchens. Whatever the type of junior college, it could be on common ground with all its contemporaries in educating for literate personality, competent to evaluate social and personal problems.

The literate person, able to judge values, can learn a job. Furthermore, he can progress from one job to a better one. He can build for himself a place in his society. And — what is not the least of his achievements — he can get along with himself.



# *Junior College and Apprenticeship Curriculum Construction Through Advisory Committees*

J. DOUGLAS WILSON

**I**N SPITE of the great increase in Junior colleges, the drop-out mortality is very heavy in the two-year terminal courses. Attention is now being focused on the development of junior college curricula that are planned with the help and counsel of advisory committees. This procedure should reduce the drop-outs, particularly if the courses are geared to community needs. In California there is no law that specifies the membership requirement for a junior college advisory committee. Good public relations, however, indicate the value of securing a thoroughly representative committee including labor, management, and in some cases the manufacturer.

In a similar manner, curriculum planning and development for adult classes require a different approach than that for elementary or secondary school classes. This is particularly true for apprenticeship classes which are set up and operated in the public schools with the aid of apprenticeship committees. In California, the Shelley-Malony Act requires that all apprentice classes must be under the guidance of a committee, the representatives of which must be equally divided between labor and management.

School authorities act as consultants to the committee.

The use of advisory committees to assist in curriculum development has been successfully followed in the Los Angeles City Schools during the past two years in apprenticeship and junior college vocational programs. This plan, however, is applicable to any situation where it is desirable to secure industrial or professional approval of a proposed course of study or training program.

## **ADVANTAGES OF THE ADVISORY COMMITTEE PLAN**

The principal values in the advisory committee method of developing a curriculum outline are that course outlines are based and approved on industrial or professional needs; instructors know that what they are teaching is authenticated by the industry or profession served; the elapsed time from start of the first meeting until a training outline is completed and approved is usually not more than three weeks.

## **TECHNIQUES OF OPERATION FOR AN APPRENTICESHIP PROGRAM**

To illustrate how these values may be realized, assume that a request comes to an authorized school

authority for an apprenticeship class in wood finishing. The school district has funds for the class, and an instructor and classroom or shop are available. However, the class is new to the district and there is no basic training program outline available. What steps can be taken to develop a course outline? In the Los Angeles city schools this is what happens:

1. The request for the class is sent to the school supervisor in charge of apprentice training.

2. If there is no course outline, the request for a curriculum outline is sent to the Curriculum Division and assigned to the Supervisor in charge of apprenticeship curricula.

3. A curriculum committee is selected from the industry—these persons may be members of a bona fide apprenticeship committee or a group of expert wood-finishing craftsmen who are selected with the aid of that committee.

4. The first committee meeting is called and conducted on a conference basis, proceeding as follows:

- a. The purpose of the meeting is explained by the school curriculum supervisor.

- b. An attendance record is taken, including the title or position of each member, plus his home address and telephone number. This information is quite important as the standing of the committee members gives authenticity to the completed report and course outline.

- c. A definition of what the craftsman does is then developed. (In our example this would be a wood finisher.) "The U. S. Dictionary of Occupational Titles and Codes" is always used as a basis for the definition, although the description may

have to be modified to suit the local situation.

- d. The first question asked is the key to the balance of the conference—"What does a craftsman in your trade DO? The question is easy to answer because the committee members are, or have been, skilled craftsmen.

- e. The next question asked is—"What does a craftsman have to KNOW in order to DO?" The answers become the core of the training program. Classroom activities of an apprenticeship class pertain mostly to topics which cannot be learned "on the job."

- f. Once the list of KNOW jobs is completed, it is not difficult to ask the committee to decide on the units that are the most important and that should be taught first. On the basis of importance a time schedule can be established for each technical unit. The sequence of teaching topics is arranged according to the committee recommendations, as they know the logical sequence of learning certain phases of the trade or profession. Obviously, in wood and metal finishing—our example—mathematics should precede listing a bill of materials, and mixing of paints should precede color harmony.

- g. In choosing the first meeting, the chairman announces that "rough" Minutes of the Meeting will be sent to each member to edit and return with suggested changes and additions to the office of the Curriculum Supervisor.

5. Final minutes are then prepared by the Curriculum Supervisor from the composite of all corrected reports and become the official approved action of the committee. They contain a foreword describing the purpose of the meeting, a list of personnel present, and the "step-by-step" description of the meeting from the time the trade definition was agreed upon until the order-of-teaching was established.

6. Next, the Curriculum Supervisor prepares a chart outline of the training program or course of

study outline. Technical units are grouped together and listed in sequential order for presentation, and manipulative or "doing" units are grouped in the same way.

7. At the second meeting of the committee, the chart is presented. Some final editing and corrections may be necessary. Then, in the case of our example, the following statement is added at the bottom of the chart: "Approved by the Wood and Metal Finisher Joint Apprenticeship Committee."

This concludes the planning meetings of the advisory committee.

8. Photostats of the chart are made and presented to each member of the Committee, the secondary school principal, the instructor, and the school coordinator.

9. Teaching topics or lessons of each basic unit listed in the training outline are developed by experts in the field. This development is sometimes left to the instructor who is an expert in his craft or profession; however, the Curriculum Division can be of great assistance.

Chart number one shows the completed Wood and Metal Finishing Course as developed, using the foregoing procedure.

#### **TECHNIQUES OF OPERATION FOR DEVELOPING A JUNIOR COLLEGE COURSE**

In setting up junior college curricula for semi-professional occupations in which the job procedures are not so well defined as trade or

apprenticeable occupations, the use of advisory committees is almost imperative. In fact, they frequently are the sole source of what the course should contain, and they alone can specify the type of trained worker the occupation will employ.

An occupational junior college terminal curriculum, whether it be professional, mechanical, distributive, or managerial, can be built around the duties and required technical knowledge of a particular occupation.

The techniques of advisory committee procedure for a junior college are somewhat different than for apprenticeship regarding preparation for the meeting; however, the actual committee operation is basically the same.

The establishment of a vocational course in a junior college presupposes that the graduates from the course will find employment in the field for which the training is given. The following steps have proved quite successful and logical in setting up a course outline. See procedure flow chart number two.

1. Curriculum Supervisor meets with the college administrators who select a temporary "survey" committee including at least one technical expert from the industry or profession to be evaluated.

2. This "survey" committee gathers data and evidence to discover the possibilities of employment in the proposed field of work.

3. If sufficient basic evidence is

found, the college administrators together with key persons from labor and management who have been contacted, select persons who will be thoroughly representative of the industry or profession concerned to serve on an advisory committee.

4. A meeting place is then established and the committee meeting called.

5. During the interim, prior to the committee meeting, the curriculum supervisor holds a "pre-view" meeting with the school administrators and the proposed instructor (if one has been tentatively selected) to outline a chart showing:

(a). The occupational opportunities in the area served by the college

(b). a list of job titles covering these occupations—the U.S. Dictionary of Occupational titles is very valuable at this point

(c). a proposed list of school subjects which appear to the school administrative staff as being pertinent subject matter for the course.

6. At the first meeting of the committee the college Director presents a graphic analysis of objectives of the college including aims and purposes, student selection, basic course or curriculum division of the college, and student progression procedures in school and "on the job." See chart number three.

7. The conference leader then explains the purpose of the meeting and the methods of procedure. See chart number four.

8. Next, the conference leader

discusses the employment opportunities and the job list prepared in the "pre-view" meeting. (This list with the proposed school subjects should be placed on the blackboard prior to the advisory committee meeting.)

After the questions—Are the vocational opportunities as listed complete? and Are job lists complete?—have been answered satisfactorily, the next question is—What subjects as listed are required for each job classification?

It is here that the committee goes into action, giving the answers for each job classification.

9. The next question is—What other subjects, if any, should be added?

These are added to the list, resulting in a complete, industrially or professionally authenticated list of school subjects correlated with actual jobs. See Chart number five.

10. A by-product of this analysis is the discovery of the "common denominator subjects" which serve as preparation or are basic to a number of different occupations. This information is very valuable to an instructor as he is then in a position to give definite and authentic information regarding training and preparation required for various occupations. Students are motivated to study the basic courses when they see the relationship between the course subjects and the employment requirements in a given occupation.

11. The next question has to do



with suggestions as to special personal characteristic and fundamental educational requirements which should be possessed by students entering the specific trade or professional field under discussion. This list is excellent material for the school counselor.

12. The final question pertains to the employment opportunities in the geographical or trade or professional areas represented by the committee members. This information is valuable at the end of a semester or school year when students are seeking employment.

13. In some cases it is important to secure advice and counsel as to desirable and necessary equipment required to carry on the course effectively. The committee members, being thoroughly representative, are able to provide a list of equipment items which will be acceptable to any school system business manager.

14. "Rough" and "finished" minutes are furnished as described above for apprentice training programs.

The course outline is then charted out. This chart, when placed on the wall of the classroom, provides both students and instructor with an authenticated course outline which has been coordinated with the occupational set-up.

### USE OF TRAINING PROGRAM CHART AS A GUIDE OR EVALUATION DEVICE

A basic course outline as described above can be used as an evaluation and guidance device. The chart is reduced to 8½" by 11" so that each student can check items or units with which he is not familiar, has completed, or needs to complete. Counselors can use the chart when discussing a program of study with individual students, as the chart portrays at a glance a cross section of the occupation and course.

The main units or headings serve as "hooks" on which to hang the many sub-headings that constitute the framework for detailed lesson planning.

### CONCLUSION

The curriculum development methods outlined may be applied to trade school, evening school, or junior college subjects in which vocational preparation is the major objective. *Group opinions from experts are listed, analyzed, and organized into approved training programs*, making the whole development procedure simple, positive, and direct. Chart number four gives in brief form the actual step-by-step procedure from the first meeting until the approval of the curriculum outline is given.

# WOOD & METAL FINISHER APPRENTICE TRAINING PROGRAM

## DEFINITION:-

A wood and metal finisher is a craftsman who applies various kinds of paint, stain, filler, varnish and lacquers by brush or spray gun; sanding, rubbing and polishing to produce a smooth finished surface with specific decorative effect.

## TRAINING PROGRAM

### ON-THE-JOB WORK PROCESSES

PREPARING SURFACES, Old & new  
STAINING AND BLEACHING  
FILLING

BRUSHWORK AND RUBBING  
MIXING AND MATCHING COLORS  
SPRAY WORK

### RELATED INSTRUCTION UNITS

#### Classroom instruction

#### APPRENTICE & HIS TRADE:-

Meaning of apprenticeship  
Guids — Modern plan

#### SAFETY PROBLEMS:-

To self To others  
To stock To equipment

#### GENERAL SHOP INFORMATION:-

Tools and equipment  
Shop rules and regulations  
Correct job procedure  
Shop efficiency  
Job records

#### TRADE TERMINOLOGY

#### FUNDAMENTALS OF ARITHMETIC:-

Addition, subtraction, multiplication & division  
of: whole numbers, decimals & fractions

#### TRADE SCIENCE:-

Materials: Pigments & Liquids  
Chemistry: Colors-in-oil; synthetics; formulas  
Color theory: Theory, harmony, Psychology

#### PROCESSES:-

Bleaching  
Preparing & sanding  
Staining  
Filling  
Puttying

Enameling  
Glazing  
Streaking  
Varnishing  
Lacquering  
Painting

#### PRINCIPLES OF SPRAY GUN OPERATION

#### COLOR MIXING & MATCHING:-

Analysis and use of basic colors  
Analysis and use of earth colors  
Theory and practice of pigment mixing

#### MATERIAL LISTING:-

Liquid measurements & weights of paints, oil, etc.  
Estimating correct amount of materials

#### BASIC EMPLOYMENT INFORMATION:-

Personality characteristics  
Job relationships  
Laws that effect workers  
Health and safety  
Employer and employee organizations  
Employment opportunities

### MANIPULATIVE UNITS

#### In school shop.

#### STRIPING

#### STENCILING

#### HIGHLIGHTING

#### SPRAY GUN OPERATION

#### BURNING IN

#### ANTIQUE WORK

#### LEAF WORK

#### GRAINING AND MARBLING

### ACKNOWLEDGEMENTS

#### ABOVE OUTLINE DEVELOPED BY:-

Clayton Baele Otto Rawdon  
Harvig R. Christensen Ralph Rivas  
C.C. Collins Carl Stegner  
A.D. Penland Leonard Ybarra

#### APPROVED BY:-

Los Angeles County Wood and  
Metal Finisher Joint  
Apprenticeship Committee Oct 25, 1948  
Earl Johnson, Npp Education Coordinator, L.A. City Sch

#### CHART PREPARED BY:-

Douglas Wilson, Curriculum  
Consultant, Voc. & Practical Arts  
Branch, Curriculum Division,  
Los Angeles City Schools 4448

## PROCEDURE FLOW CHART

Procedures to be followed when setting up (1) Trade Technical Training Program meeting the requirements of the California Plan of Trade and Industrial Education or (2) an Occupational Training Program

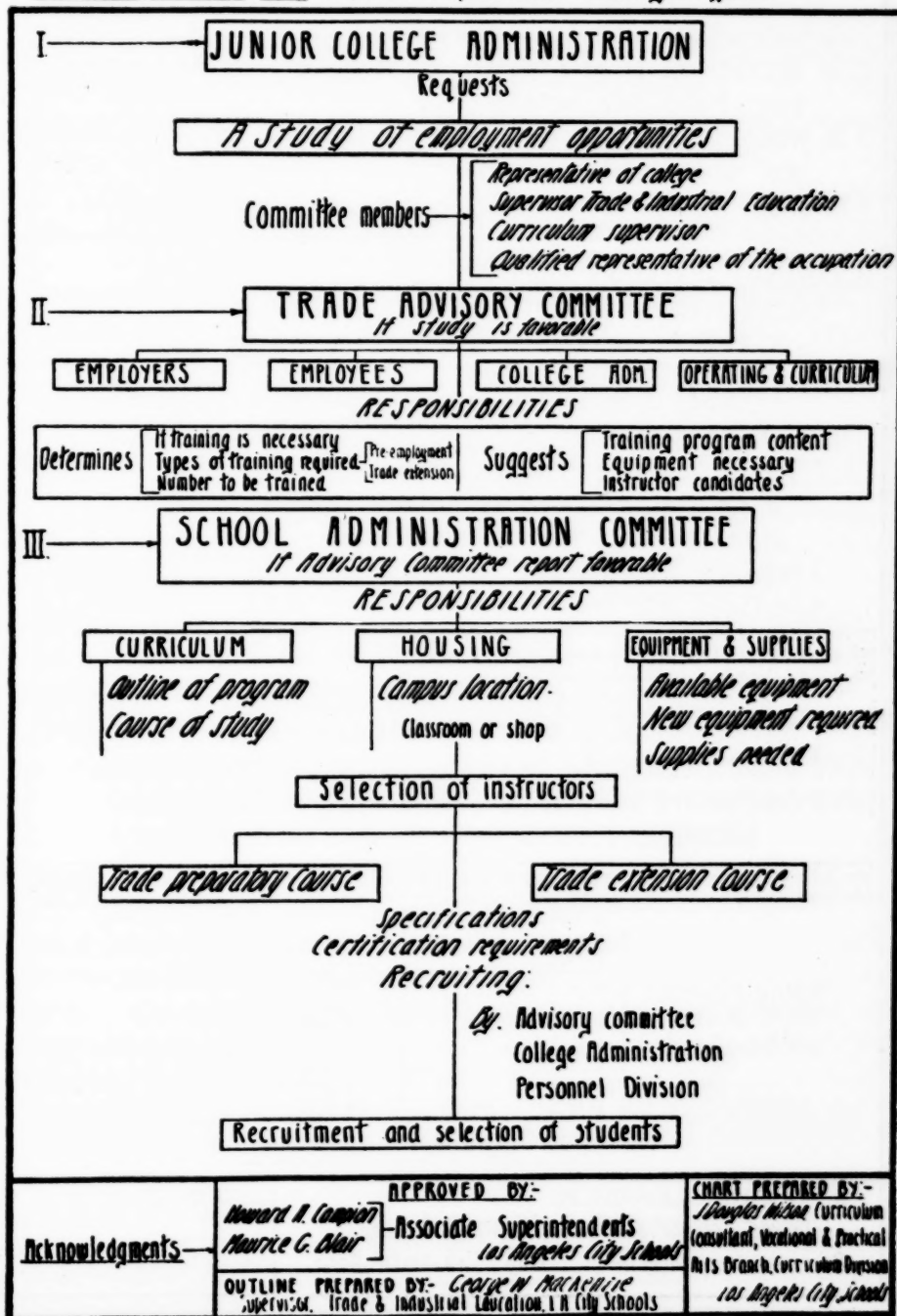


Chart No. 2

## AIMS AND OBJECTIVES OF HARBOR JUNIOR COLLEGE

### I. OBJECTIVES:-

1. To train students for direct employment.
2. To upgrade and prepare persons for advancement in their present occupation (*trade extension*).
3. To prepare students for entrance into professional schools or junior year at the State university.
4. To afford opportunity for individuals to acquire cultural backgrounds.

### II. STUDENT SELECTION PROCEDURES:-

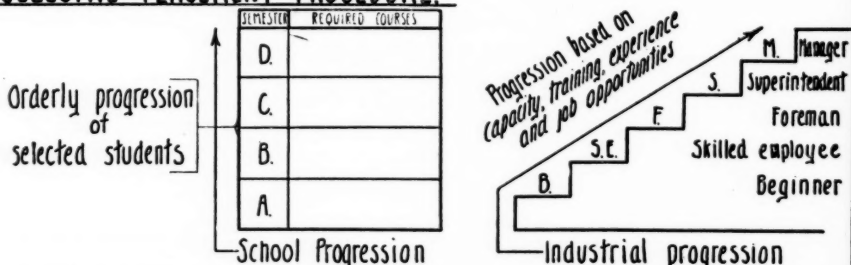
1. General classification tests:-
  - a. *Mental capacity:*  
ability to handle words  
ability to reason mathematically
  - b. *Vocational interest tests.*
2. Specific aptitude tests:-
  - a. *Mechanical*                      c. *Scientific*
  - b. *Aesthetic*                      d. *Clerical*
3. Previous school record.
4. Counselor interview.

### III. INSTRUCTIONAL PROGRAM:-

*Developed in conjunction with Advisory Committees*

- |                                    |                       |
|------------------------------------|-----------------------|
| 1. Applied Technology              | 4 Humanities          |
| 2. Business Education              | 5. Natural Science    |
| 3. Construction and Art Technology | 6. Physical Education |
|                                    | 7. Social Sciences    |

### IV. SELECTIVE PLACEMENT PROCEDURE:-



#### AIMS AND OBJECTIVES DEVELOPED BY:

*Harbor Junior College Administrative Staff*

Raymond J. Casey, *Director*

John Allan Smith, *Dean*

#### CHART PREPARED BY:

*Douglas Wilson* Curriculum Consultant  
Vocational and Practical Arts Branch  
Curriculum Division, Los Angeles City Schools

## PROCEDURES TO FOLLOW WHEN DEVELOPING A TRAINING PROGRAM OR COURSE OF STUDY

### ADVISORY COMMITTEE

Advisory Committee members chosen from key leaders in industry or profession.  
Meetings held as needed.

Committee serves in advisory capacity only.

### FIRST MEETING

Chairman (a school representative) opens meeting; introduces conference leader.  
Conference leader describes conference method:

*Pulling out, recording, assembling & organizing all pertinent information*

### BASIC QUESTIONS

1. What constitutes a good definition to describe worker's activities?
2. What does the worker DO?
3. What does he KNOW in order to "do"?
4. Which units are most important? *Indicate time element*
5. Which unit should be taught first? *Indicates teaching sequence.*

### SUMMARY OF MEETING

Conclusions reached are stated.

### NEXT STEPS

"Rough" minutes of meeting are prepared and sent to each Committee member for editing.  
Corrected minutes are prepared and sent to *all* committee members (*both present & absent*).  
A chart-outline is prepared by leader showing TRAINING PROGRAM UNITS.

### NEXT MEETING

Chart-outline is presented, corrected and approved.

Chart-outline is reproduced and sent to:-

*Committee members, school administrators and class instructor*

### FINAL RESULT

School authorities have an industrially approved and authenticated  
Training Program Outline.

#### OUTLINE PREPARED BY:

J. Douglas Wilson, Conference Leader and Curriculum Consultant,  
Voc. and Practical Arts Branch Curriculum Division, *Los Angeles City Schools*



## COMMERCIAL ART EMPLOYMENT AREAS AND TECHNICAL JUNIOR COLLEGE UNITS OF STUDY INDICATED

| OCCUPATIONS   |  | STUDY UNITS  |                                 |                             |                     |                     |                          |                             |  |                            |                            |                         |                                 | NOTE<br>Art appreciation recommended for<br>all art students  |
|---|--|--|---------------------------------|-----------------------------|---------------------|---------------------|--------------------------|-----------------------------|--|----------------------------|----------------------------|-------------------------|---------------------------------|---|
|   |  | ADVERTISING ARTIST<br>0-44   | ADVERTISING ILLUSTRATOR<br>0-44 | COMMERCIAL LETTERER<br>0-44 | DISPLAY MAN<br>0-43 | TYPOGRAPHER<br>4-44 | PACKAGE DESIGNER<br>0-46 | INDUSTRIAL DESIGNER<br>0-46 | SPECIAL ARTIST<br>FASHIONS—Furniture—etc<br>0-46 | APPROX. LAYOUT MAN<br>0-44 | PHOTO<br>RETOUCHER<br>5-86 | SHOWCARD WRITER<br>0-44 | COMMERCIAL PHOTOGRAPHER<br>0-56 |   |
| Art structure   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               | Specialized training units<br>Basic study with<br>all art students  |
| freelance perspective   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           |  | X                          | X                          | X                       | X                               |   |
| Color and design  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Life drawing  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Lettering   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Layout as applied to each occupation  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Poster design   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Advertising illustration  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Spot drawing — Retouching   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Art techniques  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Production methods<br><small>Print, paper, letter press, photo<br/>lithography, and all types</small> |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Silk screen process   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Commercial photography  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Typography (theory)   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Adv. & Merchandizing (advertis. copywriting)  |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| Package designing   |  | X  | X                               | X                           | X                   | X                   | X                        | X                           | X  | X                          | X                          | X                       | X                               |   |
| NOTE Above list covers<br>major units only  |  | STUDY UNIT REQUIREMENTS SUGGESTED BY MEMBERS OF THE HANCOCK JUNIOR COLLEGE ADVISORY COMMITTEE:-<br>Jack Cammickoff — L.L. Thomas — Ruth Wardlaw — Joe Witterman  |                                 |                             |                     |                     |                          |                             |  |                            |                            |                         |                                 | COURT RECOMMEND FOR JUNIOR COLLEGE OF:<br>Hampden Wilson Supervisor Industrial Education<br>Section Vocational & Practical Arts District<br>Curriculum Division, Los Angeles City Schools |
| Acknowledgments   |  | FINAL DRAFT EXPERTED BY:- Art Faculty, Los Angeles Trade Technical Junior College, Parker Milpeter, Coordinator<br>— Harold H. Jones, Art Instructor, Harbor Technical Junior College — Lee Ray Anderson, Supervisor Art Education, Los Angeles City Schools |                                 |                             |                     |                     |                          |                             |  |                            |                            |                         |                                 |   |

NOTE 3 digit code numbers taken from Dictionary of Occupational Titles

Chart No. 5

# Why Our Students Leave School

GIRARD THOMPSON BRYANT

LINCOLN Junior College of Kansas City made a study during the year 1949-50 of the reasons why its students withdraw from school. Each withdrawal was treated as a case study with the students supplying part of the information and the remainder coming from personnel records. The information obtained from this study may be useful in revising (1) admission procedures, (2) course offerings, and (3) counseling and guidance techniques.

Thirty-seven students out of a total enrollment of 149 withdrew from Lincoln Junior College which was a loss of 24.8 percent, or about one-fourth of the student body. Mortality among freshmen was 37.3 of the freshman class whereas only 16.1 of the second year students withdrew. The loss of 28 out of 75 freshmen may be considered a serious problem. Since one half dropped out of school because they didn't know what

they wanted to do, it would seem that careful counseling at the beginning of the term would help reduce this number. Reasons for withdrawal of the relatively lower percentage of second year students were sound and, in most cases, unavoidable.

Only one student was suspended by the authorities during the year and only one student withdrew because of lack of funds. Half of those withdrawing (51.1) were doing poor scholastic work. This may indicate a failure to satisfy student needs. The scores on entrance tests indicated that these students were hardly fitted for the type of work which they were trying to do. However, the counselors knew the weakness of these students and made every effort to help them with their problems. Their parents were notified and conferred with from time to time.

Chart I indicates the number and percentage of withdrawals:

CHART I. WITHDRAWAL CAUSES—1949-50

| <i>Reasons for Withdrawal</i>            | <i>No.</i> | <i>Percent</i> |
|--|------------|----------------|
| 1. Desire to improve economic conditions | 8          | 21.7           |
| 2. Lack of objective                     | 6          | 16.2           |
| 3. Other interests                       | 5          | 13.5           |
| 4. Lacked ability to do average work     | 4          | 10.8           |
| 5. Difficulties in the home              | 3          | 8.1            |
| 6. Personality difficulties              | 3          | 8.1            |
| 7. Health                                | 3          | 8.1            |
| 8. Lack of funds                         | 1          | 2.7            |
| 9. Suspended                             | 1          | 2.7            |
| 10. Other                                | 3          | 8.1            |
| <b>Total</b>                             | <b>37</b>  | <b>100.0</b>   |
| <b>Poor scholarship</b>                  | <b>19</b>  | <b>51.1</b>    |

Since "poor scholarship" tended to overlap several other causes for withdrawal it has been listed separately. Of course it is understandable that the factors above could easily contribute to poor scholarship.

The following case studies of various withdrawals may indicate, more specifically, the reasons for such action.

#### *First Semester—1949*

##### *Voluntary Withdrawal*

1. Withdrew after attending less than three weeks. He may have enrolled to get G.I. benefits. He was a very poor student of limited ability who had attended Lincoln Junior College spasmodically for the past two years. He was mature, dressed well, courteous, sometimes drove a taxi. Apparently had no fixed objective.
2. Withdrew after attending less than two weeks. Reported to have wanted a job in order to earn money with which to buy clothing. He was not a very good student in high school and had an office record.
3. A young, married woman. Found that she could not do justice to school work and look after her home. She was taking commerce only.
4. Came from Iola, Kansas. Difficulties at home; father wanted her to return to Iola. Was a good citizen, a fairly good student.
5. Difficulties at home. No encouragement to continue. Although the school had received complaints about her, they came from the outside. Ran off and stayed in police station while in high school.
6. Married; Veteran. Needed more economic help for family; very limited scholastic ability.
7. Principal interest was basketball. Withdrew at end of season.
8. Believed she would rather study a trade.
9. Illness. Also problem of personality adjustment. Had held several jobs.
10. Married; pregnant.
11. Pregnant. Won a scholarship. High scores on entrance exams. Excellent grades in all subjects. From poor family; unpleasant home life. Worked to help support rest of family; had little for herself. Character lapses occasionally.
12. Made lowest grades on entrance exams. Ability extremely limited. Dressed well; friendly; made good impression, but not college material. Decided to work. Probably some type of terminal course might have helped her.
13. Decided to withdraw from commerce in order to work on a job.
14. Got better job in middle of year. Decided she would rather work than go to school. Very low percentile rank on entrance tests and ACE psychology test.
15. Discouraged at home. Left for California. Average intelligence and ability; good personality; attractive. Was taking terminal work only and doing very satisfactory job.
16. G.I. decided he liked music better than commercial subjects.

##### *Voluntary Withdrawal after less than ten days*

- 17, 18, 19, 20. One's mother did not want him to attend and two wanted jobs. Another was a Kansas City Conservatory of Music student who withdrew when he could not adjust his program at the conservatory with program offered. One boy returned for a second semester.
- 21, 22, 23. One was a Kansas City Conservatory of Music student who could not get her program adjusted. One was admitted to University of Kansas City; married. The other preferred a job to school.

*Voluntary Withdrawal at end of semester*

- 24, 25, 26. One desired to make money for himself and hoped to return the following year. Another did very poor work; found adjustment difficult. The other did unsatisfactory work; lacked credits to graduate.

*Scholarship*

27. Attended school for ten weeks. Poor scholastic background, poor record of attendance, office case in high school, financial difficulties. Was born in small town and was member of large family of limited income. Half of brothers and sisters were grown and working on good jobs. None in family had gone to college. Tried to work and go to school; was definitely not college material. Interested in trumpet.
28. Attended school for ten weeks. Poor scholastic background; poor record of attendance in high school. Was a G.I. At time he withdrew, he was doing unsatisfactory work in all subjects. No fixed objectives. Mother wanted him to attend college.
29. Attended school for fifteen weeks. Was taking commerce only and doing poor work in all phases of subject.
30. Came from Des Moines; over twenty. Did unsatisfactory work in all subjects. Various conferences failed to help her. Wasted time; made little effort to do satisfactory work.
31. Unsatisfactory scholarship performance and personality difficulties. Run-ins with some teachers. Had temper tantrums in high school. Married and had child at age seventeen; had never lived with husband. Mother said she stayed out late, went out of town for long periods. Had much self confidence. Mother cared for her baby.
32. Personality difficulties; poor scholastic performance. Late entering. Artistic temperament and

personality difficulties with teachers and students. Aspired to becoming a dancer. Not adjusted to type of training offered.

33. Inferior work over long period. Recommended her for arts and crafts. Crippled by illness. She was sponsored by the Missouri rehabilitation service.
34. Inferior work over long period. Lowest scores on entrance exams. Very low score on ACE psychology test. Lacked ability to perform most simple tasks.
35. A G.I. with a poor reputation in high school. Offered many excuses for not doing his work. Conference with parent; apparently indulgent. Show-off type. Attendance poor. When he found that he was not too popular with his colleagues and that his wisecracks got little response, he decided to withdraw.
36. Was sent home from North Carolina State in middle of term. He had suffered broken legs. Enrolled for short while; played football; withdrew in December. Re-enrolled in January; played basketball; withdrew in April. Despite his reputation for not getting along with his teachers or contemporaries, the college had high hopes of helping him improve himself, but, apparently, he was determined to be an "Athletic Tramp."

*Suspended*

37. Attended school for eleven weeks; was requested to withdraw. He was doing "F" work in all subjects, consistently slept in his classes, was reported to have come to school December 1 in highly intoxicated condition. He was a G. I., had poor high school scholastic background, was an office case in high school. Member of good sized family of limited income. Youngest child in family is three. In interviews, he insisted that he was interested in a college training. For a while he worked at a night job.

The thirty-seven students who withdrew this school year are en-

gaged at the time of writing, in the following:

|                                  |    |
|----------------------------------|----|
| Regularly employed               | 10 |
| Spasmodic employment             | 7  |
| Attending trade or crafts school | 6  |
| Unemployed                       | 5  |
| Housewife or family duties       | 4  |
| No information about student     | 3  |
| Moved to other cities            | 2  |

It is significant that a large percentage of them (17) are employed regularly or part time. This was the reason given by the largest number for withdrawing from school.

Much of the mortality might have been prevented by (1) carefully screening entering freshmen with a view toward eliminating some at the start or providing them a program which would meet their needs; (2) adding to the curriculum more terminal courses or general courses which might provide

for the wants of those who went to other schools; (3) stepping up the Cooperative Occupational Educational program to provide jobs for those students who considered work more important than school; (4) providing remedial classes for those lacking in ability to do normal work; (5) setting up counseling facilities for those with home problems, health problems, and personality difficulties.

Some of the recommended steps, however, were taken—particularly the cooperative occupational work program and the counseling occupational work program and the counseling for individual problems. Additional curricula in the terminal and general fields are not likely to be established until more students indicate they are interested in such offerings.



# Analysis of Negro Junior College Growth

GEORGE H. WALKER, JR.

THERE are many unanswered questions about the Negro junior college<sup>1</sup>; some of these may be attributed to the seemingly spasmodic manner of research where this phase of the Junior College Movement is concerned. Moreover, in many of the research studies dealing with junior colleges, only brief mention has been made of the Negro junior college as it fits into the total picture of junior colleges.

The present study has as its purpose to supply data which will give answers to some of these questions about the Negro junior college.

## Number of Colleges and Enrollments

In the 1950 Junior College Directory there are 21 Negro junior colleges<sup>2</sup> listed. A breakdown of junior colleges in terms of states gives the following distribution: Mississippi ranks first with five junior colleges, Alabama and South Carolina rank second with three junior colleges each, and Missouri, Tennessee, and Texas rank third with two junior colleges each; the remaining states — Arkansas, Florida, North Carolina, and Virginia — have one junior college each.

The enrollment figures for 1950 are those covering the entire academic year of 1948-49, including summer school. These figures indicate that the largest total enrollment for a single state is in Miss-

issippi with 1,246 students enrolled in five junior colleges, Alabama ranking second with 1,188 students enrolled in three junior colleges. The largest enrollment of a single institution is found in the Dunbar Junior College of Little Rock, Arkansas, with 878 students, followed by the Norfolk Division of Virginia with 853 students.

Table 1 summarizes the organizational provisions made by the 21

<sup>1</sup>Studies which have treated the Negro junior college to some extent are these:

David A. Lane, "The Junior College Movement Among Negroes," *Journal of Negro Education*, 2 (July, 1933), pp. 278-283.

Nick Aaron Ford, "The Negro Junior College," *Journal of Negro Education*, 5 (October, 1936), pp. 591-594.

Doxey A. Wilkerson, *Special Problems of Negro Education* (Advisory Committee of Education, Washington: Government Printing Office, 1939), pp. 43-46.

M. J. Whitehead, "Wanted: For Negroes — Junior Colleges with Terminal Courses," *Junior College Journal*, 16 (April, 1946) pp. 248-351.

<sup>2</sup>Alabama State Teachers College, Junior College Branch; Bettis Junior College; Conroe N. and I. College, Dunbar Junior College; Edward Waters College; Friendship Junior College; Immanuel Lutheran College; Lincoln Junior College; Mary Holmes Junior College; Morristown N. and I. Junior College; Norfolk Division of Virginia State College; Oakwood Junior College; Okolona College; Piney Woods College; Prentiss Institute; St. Philip's College; Southern Christian Institute; Stillman College; Stowe Teachers College, Junior College Branch; Swift Memorial Junior College; Voorhees Junior College.

**TABLE I**  
**TYPES OF ORGANIZATIONAL PROVISIONS EMPLOYED**  
**BY JUNIOR COLLEGES IN CARING FOR PRESENT ENROLLMENTS**

| <i>Organizational Provisions</i> | <i>Number of Institutions*</i> |
|----------------------------------|--------------------------------|
| Types of enrollment              |                                |
| Day students only**              | 6                              |
| Boarding and day students        | 14                             |
| Division of School Year          |                                |
| Semester system                  | 11                             |
| Quarter system                   | 9                              |
| Summer School                    |                                |
| Six weeks                        | 2                              |
| Nine weeks                       | 1                              |
| Ten weeks                        | 1                              |
| Twelve weeks                     | 5                              |
| No summer school                 | 11                             |

\*Information concerning Piney Woods College is not included in Table 1; thus 20 institutions are treated.

\*\*The descriptive label "day students only" has reference to all non-boarding students with no differentiation made between day and night students.

junior colleges in caring for their 6,347 students.

#### Institutional Changes

The 1950 Directory omitted only one institution — Butler College<sup>2</sup> of Tyler, Texas. However, many institutions listed in the 1939 Directory are not included in the

1950 Directory. Some of these institutions have become senior colleges; some have closed, etc. Table 2 concerns those institutions, from 1939 to the present, which have given up their junior college status and have become senior colleges.

**TABLE II**  
**INSTITUTIONS WHICH WERE JUNIOR COLLEGES BUT HAVE BECOME SENIOR COLLEGES**  
**DURING THE ELEVEN-YEAR PERIOD FROM 1939 TO 1950**

| <i>Institutions</i>                             | <i>Location</i>            | <i>Senior Program Started</i> | <i>Control</i> | <i>Accreditation Regional*</i> |
|---|----------------------------|-------------------------------|----------------|--------------------------------|
| Albany State College<br>(Ga. N. and A. College) | Georgia                    | 1943                          | Public         | x                              |
| Bethune-Cookman College                         | Dayton, Fla.               | 1941                          | Private        | x                              |
| Barber-Scotia College                           | Concord, N.C.              | 1942                          | Private        | x                              |
| Butler College                                  | Tyler, Texas               | 1947                          | Private        |                                |
| Florida N. and I. College                       | St. Augustine              | 1944                          | Private        | x                              |
| Fort Valley State College                       | Georgia                    | 1939                          | Public         | x                              |
| Grambling College                               | Louisiana                  | 1942                          | Public         |                                |
| Jarvis Christian College                        | Hawkins, Texas             | 1937                          | Private        |                                |
| Mary Allen College                              | Crockett, Texas            | 1949                          | Private        |                                |
| St. Paul's Polytechnic<br>Institute             | Lawrenceville,<br>Virginia | 1941                          | Private        |                                |
| State A. and M. Institute                       | Normal, Alabama            | 1941                          | Public         | x                              |

\*Data were secured from Educational Directory, Part 3, 1949-50, U. S. Office of Education, Washington: Government Printing Office.

### Types of Institutions

All Negro junior colleges are now coeducational, (Barber-Scotia College being the last of the 21 Negro Colleges listed as an institution for women.) All but six of these are privately controlled institutions. Of the publicly controlled institutions, two are state controlled, three local, and one union district. Of the privately controlled group, 13 are reported as operating under denominational auspices, the Baptists and the Presbyterians leading with three institutions each, followed by the Episcopalians and the Methodists with two each; the Disciples, Lutherans, and Seventh-Day Adventists with one each.

Two of the privately controlled institutions not under denominational auspices are operated on a nonprofit basis with control vested in a board of trustees.

Table 3 illustrates how diminutive the Negro junior college is. Twenty-eight and five-tenths per cent of junior colleges with fewer

than 100 students are privately controlled. Fifty-seven and one-tenth per cent of the junior colleges (three public and nine private) have enrollments which range from 100 students to 596 students. There are only two Negro junior colleges with enough students to rank in the 800-899 step interval, and those are classified among public institutions.

Table 4 shows that the enrollment of the junior colleges suffered a decline during World War II. The total enrollment of Negro junior colleges was 5,100 in 1940. It was not until 1948 that their total enrollment again reached 5,000 and has since been increasing.

A significant development is the large number of special students enrolled in junior colleges. Special students were 47.1 per cent of the total junior college enrollment in 1944. This trend can be attributed to two factors: 1) the evening courses intended to make teacher certification possible, and 2) the special course offered to

TABLE III

SIZE OF JUNIOR COLLEGES AS VIEWED THROUGH A BREAKDOWN OF ENROLLMENT FIGURES

| Enrollment | Number of Colleges |        |         |
|------------|--------------------|--------|---------|
|            | Total              | Public | Private |
| 1- 49      | 4                  | 0      | 4       |
| 50- 99     | 2                  | 0      | 2       |
| 100-199    | 5                  | 1      | 4       |
| 200-299    | 1                  | 0      | 1       |
| 300-399    | 3                  | 1      | 2       |
| 400-499    | 1                  | 0      | 1       |
| 500-599    | 2                  | 1      | 1       |
| 600-699    | 1                  | 1      | 0       |
| 700-799    | 0                  | 0      | 0       |
| 800-899    | 2                  | 2      | 0       |
|            | 21                 | 6      | 15      |

TABLE IV  
ENROLLMENT IN JUNIOR COLLEGES OVER AN ELEVEN-YEAR PERIOD FROM 1939 TO 1950

| <i>Year</i> | <i>Total</i> | <i>Special</i> | <i>Percentage<br/>of Special</i> |
|-------------|--------------|----------------|----------------------------------|
| 1939        | 3,857        | 265            | 6.8                              |
| 1940        | 5,100        | 1,873          | 36.7                             |
| 1941        | 4,439        | 1,151          | 25.9                             |
| 1942        | 4,333        | 857            | 19.7                             |
| 1943        | 4,336        | 1,069          | 24.6                             |
| 1944        | 4,411        | 2,080          | 47.1                             |
| 1945        | 3,317        | 1,458          | 43.9                             |
| 1946        | 3,290        | 1,114          | 33.8                             |
| 1947        | 3,590        | 1,376          | 38.3                             |
| 1948        | 5,042        | 1,903          | 37.7                             |
| 1949        | 5,961        | 2,323          | 38.9                             |
| 1950        | 6,347        | 2,804          | 44.1                             |

help persons qualify for local jobs of wartime creation. The anticipated leveling-off of special students after the war has been evidenced in many institutions; however, the number of special students in 1950 was 724 students in excess of the number of special students in 1944.

Table 5 shows that during the school year of 1947-48, junior college enrollment reached its peak where enrollment by classes is concerned. The school year of 1948-49 experienced a drop in enrollment for all classes of students except special students. Freshmen enrollment decreased by 1.2

per cent, sophomore enrollment by 3.3 per cent, and adult enrollment by 5.2 per cent.

#### Number of Faculty

The Directory reports 303 full-time instructors and 156 on part-time basis in 21 institutions, or a total of 459 instructors this school year as compared with 289 last year. This is an average of 21.8 instructors per institution as compared with 13.7 in 1949. The 156 part-time instructors are equivalent to 42 full-time instructors. This makes a total of 345 full-time instructors or 16.4 full-time instructors per institution.

TABLE V  
COMPARISON OF JUNIOR COLLEGE ENROLLMENT FIGURES BY CLASSES FOR SCHOOL YEARS 1948-49 AND 1947-48

| <i>Class</i> | <i>Number</i> | <i>Percentage</i> |                |
|--------------|---------------|-------------------|----------------|
|              |               | <i>1948-49</i>    | <i>1947-48</i> |
| Freshman     | 1,756         | 27.6              | 28.8           |
| Sophomore    | 1,274         | 20.1              | 23.4           |
| Special      | 2,804         | 44.2              | 39.0           |
| Adult        | 513           | 8.1               | 8.8            |
| Total        | 6,347         | 100.0             | 100.0          |

### Accreditation and Association Membership

Of the 21 institutions, eight, or 38 per cent are accredited by the Southern Association of Colleges and Secondary Schools. The 1949 Directory listed only six Negro junior colleges accredited by the regional accrediting agency. In the 1950 Directory, Morristown N. and I. Junior College and Swift Memorial Junior College have been added to the accredited list of the Southern Association. Of the eight accredited institutions, six are privately controlled and two are publicly controlled.

Seven of the 21 institutions in the 1950 Directory are active members of the American Association of Junior Colleges.

### Changes in Administrators

A comparison of the 1950 and 1949 Directories reveals that the administrative heads of Negro junior colleges have remained relatively stable, only two institutions experiencing a change.

### General Considerations

The position of the Negro jun-

ior college is no more secure now than it was during the time of the Lane Study of 1933. Negro junior colleges retain their junior college status "only so long as the restrictions of finance or of other circumstances keep them from 'growing up' into four-year institutions." Eleven junior colleges become four-year institutions over the last eleven years. There are others aspiring to do the same as soon as circumstances will permit. Moreover, the ends to be served<sup>1</sup>, which justified the unique existence of the junior college, are soon forgotten and there seems to be an incessant struggle to attain full-collegiate status.

The typical Negro junior college is no longer the 4-2 type<sup>2</sup>, operated in conjunction with a high school or secondary department; it has become a coeducational institution which offers the first two years of college work.

<sup>1</sup>Nick A. Ford, "The Negro Junior College," *Journal of Negro Education*, 5 (October, 1936), pp. 592-594.

<sup>2</sup>Davis A. Lane, "The Junior College Movement Among Negroes," *Journal of Negro Education*, 2 (July, 1933), p. 278.



# *Student Attitudes Toward the Objectives Of General Education*

S. V. MARTORANA AND STEVEN GITTLER

Currently there appears to be an increasing demand that both secondary and higher education provide students with more experience and preparation in general education. The general education experiences being advocated, too, are rapidly acquiring common definition as that background of understandings, skills, attitudes, and appreciations which an individual should have to enable him to adjust, to participate in, and to contribute effectively to the society of which he is a member.

Numerous writings and the reports of several recent study commissions of national scope have dwelt on the subject of general education, primary attention being usually focused on the objectives which should be attained, the methodology of organization and instruction to achieve the goals, and to a lesser extent the content of subject matter and experience that should constitute the program. Investigation of the writings on general education reveals relatively few that have been concerned with the attitudes which students hold toward this kind of educational experience. Information of this sort, however, would be very useful to instructors and counselors connected with the program regardless of what views one holds in regard to the ability of students

at this level to voice valid judgments on the objectives of education.

This article reports the results of a study directed toward ascertaining the degree of importance given to the objectives of general education in the views of various groups of undergraduate college students. A part of a broader study dealing with the problem of student attitudes toward the several integrated or broad-field courses which are offered at the State College of Washington, the data on which this report is founded were gathered during the second semester of the academic year, 1948-49.

## *Procedure of Investigation*

A group of 651 students were chosen so as to construct a sample representative of the undergraduate student body composition of the five largest schools and colleges of the State College of Washington. Each of these students was asked to complete a questionnaire on which was reproduced a list of eleven objectives of general education. The standard instruction given to the students was that each objective listed was to be considered in terms of the question: How important do you consider this knowledge, skill, or understanding as a goal of your education? To this the respondents were asked to

indicate an attitudinal rating ranging on a continuum from "Very important" to "Of no importance" following each of the objectives listed. In the series of five numbers used to represent the continuum of attitudes, the number 1 was to be circled to indicate a feeling that the objective was "Very important"; the number 5, to designate a reaction that it was "Of no importance."

For purposes of summarizing the data thus collected the responses were tabulated and an average of the total number of attitudinal ratings assigned to each objective was computed. This figure, then, is interpreted as a composite index of the importance which each objective of general education held in the minds of the students included in this study.

The objectives of general education which the students were asked to rate were shortened reproductions on the questionnaire of the eleven goals of general education which were identified by the President's Commission on Higher Education.<sup>1</sup> The objectives as they were stated on the questionnaire form were:

1. To participate actively as an informed and responsible citizen.
2. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles.
3. To recognize the interdependence of the different peoples of the world.
4. To understand the common phenomena in one's physical environment.

5. To understand the ideas of others and to express one's own effectively.
6. To attain a satisfactory emotional and social adjustment.
7. To understand and enjoy literature, art, music, and other cultural activities.
8. To acquire the knowledge and attitudes basic to a satisfying family life.
9. To maintain and improve one's personal and community health.
10. To choose a socially useful and personally satisfying vocation that will permit one to utilize all of his particular interests and abilities.
11. To acquire and use the skills and habits involved in critical and constructive thinking.

#### *Responses of the Total Group of Students*

When the eleven objectives are arrayed according to the average attitudinal rating assigned to each one by the total group of students, an interesting insight into the sense of values of undergraduate students in regard to this subject is revealed. Such an ordering of the objectives is shown in Table 1.

It is seen from the data summarized in this table that the range of average attitudinal ratings given to the several objectives by the 651 students as a group was from 1.8 for the first objective to 2.5 for the seventh. It can be inferred, therefore, that this group of undergraduate students considered the objectives of general education to be on the whole important goals

<sup>1</sup>*Establishing the Goals*, Vol. 1, pp. 50-57, *Higher Education for American Democracy*, The Report of the President's Commission on Higher Education. Washington: Government Printing Office, 1947.

Table I.

**OBJECTIVES OF GENERAL EDUCATION RANKED ACCORDING TO RATINGS OF IMPORTANCE  
ASSIGNED BY 651 UNDERGRADUATE STUDENTS**

| <i>Objective</i>  | <i>Rank<br/>Order</i> | <i>Average<br/>Rating<br/>Given</i> | <i>Order No.<br/>on Ques-<br/>tionnaire</i> |
|---|-----------------------|-------------------------------------|---|
| To participate actively as an informed and responsible citizen .....  | 1.0                   | 1.8                                 | 1   |
| To understand the ideas of others and to express one's own effectively .....  | 2.5                   | 1.9                                 | 5   |
| To choose a socially useful and personally satisfying vocation that will permit one to utilize all of his interests and abilities ..... | 2.5                   | 1.9                                 | 10  |
| To acquire the knowledge and attitudes basic to a satisfying family life .....  | 4.5                   | 2.0                                 | 8   |
| To acquire and use the skills and habits involved in critical and constructive thinking .....   | 4.5                   | 2.0                                 | 11  |
| To attain a satisfactory emotional and social adjustment .....  | 6.0                   | 2.1                                 | 6   |
| To recognize the interdependence of the different peoples of the world .....  | 7.0                   | 2.2                                 | 3   |
| To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles .....                     | 8.5                   | 2.3                                 | 2   |
| To maintain and improve one's personal and community health .....   | 8.5                   | 2.3                                 | 9   |
| To understand the common phenomena in one's physical environment .....  | 10.0                  | 2.4                                 | 4   |
| To understand and enjoy literature, art, music, and other cultural activities .....   | 11.0                  | 2.5                                 | 7   |

\*Ratings correspond to the following numerical values: Very important 1; Important, 2; Of some importance, 3; Of hardly any importance, 4; Of no importance, 5.

of education with their impressions ranging more strongly from this position toward the next lower point on the continuum, namely, "Of some importance," than toward the next upper position, "Very important." Not one of the objectives was considered by the group as a whole to be a "Very important" objective of education.

The goals of education considered most significant were: To participate actively as an informed and responsible citizen, To understand the ideas of others and to

express one's own effectively, To choose a socially useful and personally satisfying vocation that will permit one to use the full of his particular interests and abilities, To acquire the knowledge and attitudes basic to a satisfying family life, and To acquire and use the skills and habits involved in critical and constructive thinking. Attention is called to the interesting comparison between the foregoing objectives and those established for general education in the Harvard report, namely, "To think effective-

Table 2.  
AVERAGE RATINGS OF IMPORTANCE ASSIGNED BY MEN AND WOMEN UNDERGRADUATE  
STUDENTS TO OBJECTIVES OF GENERAL EDUCATION\*

| Objective  | Men**<br>(422) | Women<br>(229) | All<br>Students<br>(651) |
|--|----------------|----------------|--------------------------|
| To participate actively as an informed and responsible citizen   | 1.9            | 1.7            | 1.8                      |
| To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles                                | 2.4            | 2.2            | 2.3                      |
| To recognize the interdependence of the different peoples of the world   | 2.3            | 2.0            | 2.2                      |
| To understand the common phenomena in one's physical environment   | 2.4            | 2.2            | 2.4                      |
| To understand the ideas of others and to express one's own effectively   | 2.0            | 1.8            | 1.9                      |
| To attain a satisfactory emotional and social adjustment   | 2.2            | 1.9            | 2.1                      |
| To understand and enjoy literature, art, music, and other cultural activities  | 2.7            | 2.0            | 2.5                      |
| To acquire the knowledge and attitudes basic to a satisfying family life   | 2.1            | 1.9            | 2.0                      |
| To maintain and improve one's personal and community health  | 2.4            | 2.2            | 2.3                      |
| To choose a socially useful and personally satisfying vocation that will permit one to utilize all of his particular interests and abilities | 2.0            | 1.7            | 1.9                      |
| To acquire and use the skills and habits involved in critical and constructive thinking  | 2.1            | 1.8            | 2.0                      |

\*Ratings corresponded to the following numerical values: Very important, 1; Important, 2; Of some importance, 3; Of hardly any importance, 4; Of no importance, 5.

\*\*Numbers in parentheses are the numbers of students in each classification.

ly, to communicate thoughts, to make relevant judgments, to discriminate among values."<sup>2</sup>

In contrast to the goals which the students most strongly supported, the three least favorably appraised were: To maintain and improve one's personal and community health, To understand the common phenomena in one's physical environment, and To understand and enjoy literature, art, music, and other cultural activities. A considerable amount of speculation could be devoted toward

the reasons why these objectives were less strongly rated than were the others and toward determination of students' conceptions of what goals do or do not properly lie within the scope of formal educational opportunities.

#### *Students Grouped According to Sex and Veteran Status*

A comparison between the women and men students showed that

<sup>2</sup>Report of the Harvard Committee, *General Education in a Free Society*, p. 65. Cambridge, Massachusetts: Harvard University Press, 1946.

in the case of every objective the women students rated the general education objectives as being more important than did the men. This generalization is shown in the data summarized in Table 2. The ratings assigned by the women students placed the several objectives from one-fifth to over four-fifths of a step higher on the rating scale.

The greatest difference in point of view of men and women students is shown by the average attitudinal rating given by these groups toward the seventh objective: To understand and enjoy literature, art, music, and other cultural activities. This goal was considerably more strongly rated by the women students than by the men.

A comparison was also made in this study between the ratings given general education objectives by the 260 veteran and the 162 non-veteran students. The attitudes expressed by these two student groups toward each of the objectives, however, were so nearly alike that special tabular representation of the results is not included in this article. It appears, therefore, that the experience of military service did not materially affect the attitudes of the veterans toward the objectives to be reached through general education. On the other hand, the factor of sex seemed to play a significant part in determining the views of young people toward general education goals.

### *Students of Varying Academic Success*

On the assumption that academic success was a factor influencing a student's attitude toward general education and its objectives, a comparison was also drawn between students of more than average achievement and those of less than average accomplishment academically. For this purpose the entire body of students was subdivided into two groups, one group including those students having a grade-point average of 0 to 2.49 and another including those with a grade-point average of 2.5 to 4.0. The grade-point equivalents of letter grades were as follows: A-4; B-3; C-2; D-1; and F-0. The average attitudinal ratings assigned by each of the two groups of students so determined to each of the objectives of general education are shown in Table 3.

With respect to six of the objectives, the attitudinal ratings expressed by the group of students with better than average academic success were more favorable than the ratings of importance expressed by the group of less successful students. The widest difference noted related to the eleventh objective, To acquire and use the skills and habits involved in critical and constructive thinking. The average ratings toward four of the eleven goals were identical for both groups. The one objective which was rated more strongly in importance by the students of less success academically was the



Table 3.

AVERAGE RATINGS OF IMPORTANCE ASSIGNED BY UNDERGRADUATE STUDENTS OF VARYING ACADEMIC SUCCESS TO OBJECTIVES OF GENERAL EDUCATION\*

| Objective  | Grade-point Average**     |                            |                               |
|--|---------------------------|----------------------------|-------------------------------|
|  | 0<br>to<br>2.49†<br>(321) | 2.5<br>to<br>4.00<br>(330) | All<br>Stu-<br>dents<br>(651) |
| To participate actively as an informed and responsible citizen   | 1.9                       | 1.7                        | 1.8                           |
| To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles                                | 2.4                       | 2.2                        | 2.3                           |
| To recognize the interdependence of the different peoples of the world   | 2.3                       | 2.1                        | 2.2                           |
| To understand the common phenomena in one's physical environment   | 2.3                       | 2.4                        | 2.4                           |
| To understand the ideas of others and to express one's own effectively   | 2.0                       | 1.8                        | 1.9                           |
| To attain a satisfactory emotional and social adjustment   | 2.1                       | 2.1                        | 2.1                           |
| To understand and enjoy literature, art, music, and other cultural activities  | 2.5                       | 2.5                        | 2.5                           |
| To acquire the knowledge and attitudes basic to a satisfying family life   | 2.0                       | 2.0                        | 2.0                           |
| To maintain and improve one's personal and community health  | 2.3                       | 2.3                        | 2.3                           |
| To choose a socially useful and personally satisfying vocation that will permit one to utilize all of his particular interests and abilities | 2.0                       | 1.8                        | 1.9                           |
| To acquire and use the skills and habits involved in critical and constructive thinking  | 2.2                       | 1.9                        | 2.0                           |

Ratings correspond to the following numerical values: Very important, 1; Important 2; Of some importance, 3; Of hardly any importance, 4; Of no importance, 5.

\*\*Grade-point equivalents of letter grades: A-4; B-3; C-2; D-1; F-0.

†Numbers in parentheses are the numbers of students in each classification.

fourth, "To understand the common phenomena in one's physical environment."

Though not conclusively established by the data procured in this inquiry, there appears to be some indication that students who achieved greater academic success are more inclined to consider the goals of general education seriously than are students with lesser achievements along academic lines.

#### *Students of Different Ages*

A third avenue of investigation was concerned with the relationship between the ages of students and the conceptions of the value held toward general education goals. In this case the 651 students were re-grouped into three classifications: (a) those whose ages ranged below 21 years; (b) those who were 21 to 24, and (c) those who were 25 years of age or

older. The results of the comparison made on the basis of these three age-groups of students are presented in Table 4.

No consistent pattern was found in the direction of differences in attitudinal ratings between the three age-groups of students. This observation, coupled with the fact that in most cases only negligible differences were found between the group of oldest as compared to the group of youngest students,

leads to the conclusion that age of undergraduate students had no important bearing on the impression held of the worth of general education objectives. The one exception to this generalization is found in the case of the fourth objective, "To understand the common phenomena in one's physical environment." This objective, it may be observed, was considered to be a full half-step higher on the rating scale of importance by the

TABLE 4.  
AVERAGE RATINGS OF IMPORTANCE ASSIGNED BY UNDERGRADUATE STUDENTS OF CERTAIN AGES TO OBJECTIVES OF GENERAL EDUCATION\*

| Objective  | Under<br>21<br>Years**<br>(318) | 21<br>to<br>24<br>(252) | 25<br>and<br>Over<br>(81) |
|--|---------------------------------|-------------------------|---------------------------|
| To participate actively as an informed and responsible citizen .....   | 1.8                             | 1.8                     | 1.9                       |
| To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles .....                                | 2.3                             | 2.4                     | 2.2                       |
| To recognize the interdependence of the different peoples of the world .....   | 2.3                             | 2.2                     | 2.2                       |
| To understand the common phenomena in one's physical environment .....   | 2.6                             | 2.4                     | 2.1                       |
| To understand the ideas of others and to express one's own effectively .....   | 1.9                             | 2.0                     | 1.8                       |
| To attain a satisfactory emotional and social adjustment .....   | 2.1                             | 2.1                     | 2.2                       |
| To understand and enjoy literature, art, music and other cultural activities .....   | 2.4                             | 2.5                     | 2.6                       |
| To acquire the knowledge and attitudes basic to a satisfying family life .....   | 2.1                             | 2.0                     | 2.0                       |
| To maintain and improve one's personal and community health .....  | 2.4                             | 2.3                     | 2.3                       |
| To choose a socially useful and personally satisfying vocation that will permit one to utilize all of his particular interests and abilities ..... | 1.9                             | 1.9                     | 2.1                       |
| To acquire and use the skills and habits involved in critical and constructive thinking .....  | 2.0                             | 2.0                     | 1.9                       |

\*Ratings corresponded to the following numerical values: Very important, 1; Important, 2; Of some importance, 3; Of hardly any importance, 4; Of no importance, 5.

\*\*Numbers in parentheses are the numbers of students in each classification.

students who were 25 years of age or older than was true in the minds of the students who were under 21.

*Students With and Without Experience in Broad Field Courses*

Finally, attention is turned to the relative beliefs of students who had taken courses in broad fields or of integrated nature in comparison to those of students without such experience. The integrated courses at the State College of Washington are lower-division courses which attempt to cut across departmental lines and to relate the several disciplines within the field of the social sciences, biological sciences, physical sciences, and the humanities. A summary of the data compiled on the basis of experience in inte-

grated courses is provided in Table 5.

When figures in the first three columns of Table 5 are studied closely, it is seen that the most common sequence of attitudinal indication is a quantitative increase in the average attitudinal rating (a decrease in student opinion of value) from that shown by students who were taking such a course to that indicated by students who were taking such a course at the time that this study was made. Between the average attitudinal ratings of students who were taking integrated courses and the ratings assigned by those who had completed such courses, however, there is a quantitative decrease (an increase in student opinion of value) which makes the conception

TABLE 5

AVERAGE RATINGS OF IMPORTANCE ASSIGNED TO OBJECTIVES OF GENERAL EDUCATION BY LOWER-DIVISION AND UPPER-DIVISION UNDERGRADUATE STUDENTS WITH VARYING EXPERIENCE WITH BROAD FIELD OR INTEGRATED COURSES\*

| Objective** | Lower-division       |                      |                        | Upper-division          |                    | All Students (651) |
|-------------|----------------------|----------------------|------------------------|-------------------------|--------------------|--------------------|
|             | No Experience (100)† | Taking Courses (208) | Courses Completed (92) | Courses Completed (173) | No Experience (78) |                    |
| 1           | 1.8                  | 1.9                  | 1.8                    | 1.8                     | 1.5                | 1.8                |
| 2           | 2.3                  | 2.4                  | 2.3                    | 2.3                     | 2.0                | 2.3                |
| 3           | 2.4                  | 2.3                  | 2.2                    | 2.2                     | 1.9                | 2.2                |
| 4           | 2.5                  | 2.3                  | 2.5                    | 2.4                     | 2.2                | 2.4                |
| 5           | 1.9                  | 2.1                  | 1.9                    | 1.9                     | 1.5                | 1.9                |
| 6           | 2.0                  | 2.3                  | 2.0                    | 2.1                     | 1.8                | 2.1                |
| 7           | 2.6                  | 2.5                  | 2.3                    | 2.5                     | 2.3                | 2.5                |
| 8           | 2.0                  | 2.2                  | 1.9                    | 2.0                     | 1.8                | 2.0                |
| 9           | 2.3                  | 2.6                  | 2.2                    | 2.3                     | 2.0                | 2.3                |
| 10          | 1.9                  | 2.1                  | 1.8                    | 2.0                     | 1.5                | 1.9                |
| 11          | 2.1                  | 2.1                  | 2.1                    | 2.0                     | 1.6                | 2.0                |

\*Ratings corresponded to the following numerical values: Very important, 1; Important, 2; Of some importance, 3; Of hardly any importance, 4; Of no importance, 5.

\*\*Objectives are numbered in this column to correspond to the numbering of the objectives as listed previously in this report.

†Numbers in parentheses are the numbers of students in each classification.

of value of the several objectives in the minds of the students who had completed integrated courses about the same as that held by the students who had not yet taken such courses.

Observation that such a sequence of ratings is true for seven of the eleven objectives listed leads one to ask the question: Is there something about the manner of organization, presentation, or content of integrated or broad field courses which creates a temporary resentment in the mind of the student toward the objectives for which the courses are presumably established? More research actively directed toward determining the answer to such a question appears desirable.

Four exceptions to the generalization made in the preceding paragraph appear in the data concerning undergraduate lower-division students presented in Table 5. In the case of the third objective, "To recognize the interdependence of the different peoples of the world," and the seventh, "To understand and enjoy literature, art, music, and other cultural activities," it is notable that an increased sense of the importance of the objectives is shown progressively by the students who had taken integrated courses, those who were taking such courses, and those who had completed this kind of experience. No difference at all was observed in the ratings of the three groups with respect to the eleventh goal, but in regard to the fourth objec-

tive there was a somewhat increased expression of worth among the students who were currently taking integrated courses at the time the study was made, a reversal of the trend described in the preceding paragraph.

Turning next to the ratings given by upper-division students, those represented in the fourth and fifth columns of Table 5, it may be noted that every one of the general education objectives held a more important position in the views of students who had not had experience with integrated courses than was held in the minds of students who had had such experience. Differences ranged from one-fifth to one-half of a full step on the rating scale, with the tenth, fifth, and eleventh objectives showing the widest differences. These objectives were, respectively: "To choose a socially useful and personally satisfying vocation that will permit one to utilize all of his particular interests and abilities"; "To understand the ideas of others and to express one's own effectively"; and "To acquire and use the skills and habits involved in critical and constructive thinking."

The ratings of upper-division students who had experience with integrated courses were practically identical with the ratings of the total sample of students. The group which had had no experience with integrated courses consistently deviated from the pattern set by the total group of both upper-division and lower-division students.

Though no attempt was made in this study to isolate the factors which may have contributed to the findings described, the question comes to mind whether or not the expression of a greater sense of value of general education objectives evidenced by the upper-division students who had had no experience with integrated courses was a reflection of an awareness of weaknesses or gaps in their background of general preparation and training, a condition not felt by the students at the same level in college who had completed integrated courses at the lower-division level.

### *Conclusions*

The responses of a representative group of undergraduate students at one higher educational institution showed that on the whole they considered the objectives of general education to be important goals of their education. The students, however, as a group did not rate these objectives in the highest category possible but rather placed them generally at a level from "Important" to "Of some importance."

When the total sample of students was subdivided into various classifications for comparative purposes certain generalizations became apparent. These may be stated topically as follows:

1. Women students held the ob-

jectives of general education to be more important than did the men.

2. Students who had had military service did not rate the objectives with significant differences from the way in which students who had not had any service experience rated them.

3. Though not conclusively demonstrated by the data compiled in this study, a positive relationship was indicated between the academic success of students and tendency to rate general objectives as significant goals.

4. The age of undergraduate students had no important bearing on the impression held of the value of the objectives listed.

5. Lower-division students who were taking integrated or broad field courses at the time of completion of this study generally rated the objectives as of less value than did either the lower-division students who had not yet taken such courses or the lower-division students who had completed this kind of study.

6. Upper-division students who had not taken integrated or broad field courses rated the objectives to be more important than did the students at this collegiate level who had not completed such courses.

The findings of this inquiry bear significant implications to the problem of motivating undergraduate students toward programs of general education. To achieve successfully the goals for which they are being so strongly advocated and increasingly established, programs of general education ought certainly to have a very strong place of significance and meaning in the minds of students who are the consumers of such programs.



# Preferences of Junior College Administrators Toward High School Teaching Experience

NORMAN E. HAMLIN

To determine whether junior college administrators consider high school teaching experience a liability or an asset for a junior college instructor, a survey of opinion was conducted among the administrators of California's junior colleges. The results of this survey are shown in the following pages.

The findings should not be interpreted as an ultimate and irrevocable verdict on the value of high school teaching experience. They represent the opinions of men who are presumably well-qualified to make such a judgment, and opinions are not facts. However, from the viewpoint of the teacher who is evaluated on the scale of such opinions when he applies for a position, these opinions are extremely significant. For all practical purposes, they represent the final authority on the matter. Bearing this in mind, the importance of the problem readily becomes apparent.

To secure data for the survey, a questionnaire was devised and distributed to the heads of fifty-eight junior colleges listed in the *California School Directory*. Usable replies were received from forty-three of the subjects, or seventy-four per cent of the total group.

The first section of the questionnaire asked the respondent to

indicate whether he preferred having instructors on his staff who had had previous high school teaching experience. Answers were to be based on the assumption that the instructors would be equal in all other respects. The nature and distribution of replies to this question are shown in Table I.

TABLE I. DO JUNIOR COLLEGE ADMINISTRATORS PREFER INSTRUCTORS WITH HIGH SCHOOL TEACHING EXPERIENCE?

| Answers       | Number | Per Cent |
|---------------|--------|----------|
| Yes           | 27     | 63       |
| No            | 3      | 7        |
| No preference | 13     | 30       |
| Total         | 43     | 100      |

The remainder of the questionnaire was concerned with obtaining data which would explain and substantiate the preference indicated in Table I.

Those who indicated a preference for instructors with high school teaching experience were asked to check on a master list the desirable attributes which they felt characterized teachers with this background. A summary of their responses, listed in descending order of frequency, is shown in Table II.

In addition, the following attributes received one vote each from those who preferred instructors with high school teaching experience: more alert; more versatile

TABLE II. DESIRABLE ATTRIBUTES WHICH ADMINISTRATORS INDICATED CHARACTERISTIC OF FORMER HIGH SCHOOL TEACHERS

| <i>Attribute</i>  | <i>Number of<br/>times indicated</i> |
|---|--------------------------------------|
| 1. More sympathetic attitude toward (and better understanding of) students and their problems .....     | 24                                   |
| 2. Superior ability to present subject matter in terms of student interests, capacities and needs ..... | 22                                   |
| 3. Superior ability to correlate junior college and high school subject matter .....                    | 21                                   |
| 4. Greater familiarity with and acceptance of modern educational theory .....                           | 16                                   |
| 5. Better organized classroom routine (keeping records, making assignments, etc.) .....                 | 14                                   |
| 6. Closer cooperation with other faculty members .....  | 11                                   |
| 7. Broader background of general knowledge .....  | 10                                   |
| 8. Smoother, more efficient procedures of presenting subject matter .....                               | 9                                    |
| 9. Superior ability to maintain control of students .....   | 7                                    |
| 10. More enthusiasm for teaching as a profession .....  | 5                                    |
| 11. More thorough knowledge of subjects taught .....  | 3                                    |

in interests; more personal maturity and stability; greater interest and appreciation of the philosophy of the secondary school. These traits, which were not included in the master list, were entered in a space provided for that purpose.

In considering Table II, it should be noted that the top-ranking attribute, one which was checked by eighty-nine per cent of the respondents in this category, can be logically interpreted as the products of item one. All of the attributes which administrators wrote in on their own initiative (with the exception of the last item) are related to what the teacher is, in place of what he knows or what he does. In other words, the implication would seem to be that administrators who favor high school teaching experience regard it as conducive to the development of a desirable and worthy attitude toward the key factor in the educational process—the student.

Among those who favored the high school teaching experience,

were some who added qualifying remarks:

High school experience not preferred to junior college experience.

High school experience preferred if not too much of it.

High school experience preferred only if all other factors equal (mentioned twice, although questionnaire specifically requested respondent to make this assumption).

High school experience preferred, but teachers with such experience usually weak in background of general knowledge, knowledge of subject taught, and enthusiasm for the profession.

A section of the questionnaire labelled "General Comments" yielded further information as to the convictions of administrators who favored the high school experience. Eight of the respondents in this category entered notations which possibly may summarize the viewpoints of the remainder of their group. These entries were of two clearly distinguishable types: those who openly stated their conviction that the junior college is a part of secondary education; and those who regarded the high school experience as a

period of training and apprenticeship for the junior college teacher, but who did not explicitly state their convictions with regard to the position of the junior college on the educational ladder.

In general, these comments paralleled the data shown in Table II; that is, the predominant value of high school experience lay in the fact that it led to better teaching methods and a greater familiarity with the needs, capacities, and interests of students.

Table I revealed that those administrators who did not prefer instructors with high school teaching experience were in the minority. Their comments, however, were cogent and to the point:

In general teachers who have had recent high school experience cannot speed up enough to teach college courses.

Teachers with too much high school experience take too long to get rid of their high school teaching methods.

Too much high school teaching can be a disadvantage. There is a tendency for high school teachers to become ossified and treat students as children.

The common element in each of these remarks is the emphasis upon the dangers of "too much" and "too recent" high school experience. Implicit in all of them seems to be the assumption that the junior college level, if not an area separate and removed from that of secondary education, is at least an advanced part of that program, and one which demands teachers who can adjust to its pace.

The final group of respondents, comprising thirty per cent of the

total, indicated that they had no preference in either direction with respect to high school teaching experience. Examinations of these replies shows that this viewpoint was not the result of indifference, but rather of certain definite convictions.

High school experience may be valuable, but not important enough to be regarded as a valid criterion.

High school experience may be valuable, but preference based primarily on other criteria.

Junior college teaching experience preferable to high school teaching experience.

The findings of the study may be restated in summary form as follows:

1. Sixty-three per cent of the administrators questioned indicated a preference for instructors with high school teaching experience. The chief value of such experience from the viewpoint of this group was that it contributed to the formation of better teaching methods and a better understanding of student needs, capacities, and interests.
2. Seven per cent of the administrators indicated that they did not favor high school teaching experience. The basis for this viewpoint was the opinion that former high school teachers become "ossified" in their teaching methods, and find it difficult to adjust to the pace of junior college instruction.
3. Thirty per cent of the respondents indicated no preference either way with regard to high school experience. The majority of those in this group conceded that high school experience could be valuable, but refused to recognize it as a factor significant enough to influence their preference in teacher selection.

As previously stated, the data presented are only as valid as the opinions upon which they are based. However, in the absence

of any objective criteria for judging the value of high school teaching experience, the opinions and preferences of the respondents are probably as valid a measuring instrument as it is possible to employ in this case.

With this reservation in mind, the conclusion to be drawn from this study may be stated thus: The majority of junior college administrators in California regard high school teaching experience as a valuable background for junior college instructors. Such experience aids in the development of sound teaching methods and insight into the nature of the learner. Possible disadvantages of this background are that, if extended

over too long a period of time, it may lead to stereotyped attitudes toward students and teaching procedures.

For the prospective teacher who stands on the threshold of the profession, and for those who now hold high school teaching positions, the findings of this survey should prove encouraging. Instructors who view junior college teaching positions as desirable but as yet unachieved goals need not fear that teaching in high school involves a danger of becoming "frozen" at that level. As suggested, by the data, if all other factors are equal, this experience may well serve as a steppingstone to the junior college position.

# Present Status of Counseling Records in Public Junior Colleges

LESLIE O. CARLIN

LAST year 150 junior colleges from 35 states contributed data and specimens of records used for counseling which served as the basis of a study<sup>1</sup> to determine the present status of public junior college student personnel records which were used in counseling students relative to administration; physical characteristics; and content. The participating colleges were selected by method of random sampling process from the listing of junior colleges by Jesse P. Bogue, in *American Junior Colleges*, 1948.

The findings indicated that 74 per cent of these junior colleges maintain cumulative records which are used as counseling tools. The registrars and deans are the officers most frequently responsible for maintaining these records, sharing about equally in responsibility in 55 per cent of the junior colleges. Sixty-six per cent of the junior colleges have their personnel records filed with the officer responsible for them. The most popular record form is a white, 8½ x 11, double faced card. The second most popular form is a tan folder type, 9½ x 12.

Since effective counseling bears

a positive relationship to student personnel cumulative records which reflect a comprehensive, sympathetic picture of the student, it was the purpose of this study to discover what emphasis is placed on the general topics of information relating to the student. The criteria used to determine the general pattern of topic emphasis are: the consistency with which the topic was represented on the records; the percentile rank of each topic in relation to the grand total of 5,879 items which constituted the 23 general topics which were used; and the average number of items related to the general topic per form on which it was represented. The results indicate topic emphasis according to the following pattern.

*Personal Identification:* Items constituting this topic appeared a total of 772 times on 100% of the forms. Items:<sup>2</sup> (1) Name of student; (2) address; (3) date of birth; (4) place of birth; and (5) home address.

*Family History:* 93 different items represented this topic. These were found 948 times on 76% of the forms. Items: (1) Father's name; (2) father's occupation; (3) father's address; (4) mother's name; (5) mother's occupation; (6) father's education; and (7) mother's education.

*High School Scholastic Achievement:* The tabulation of items which constituted this topic revealed a total of 27 items which were used 532 times on 94% of the forms. Items: (1) Unit of credit of each high school subject; (2) name of

<sup>1</sup>Partial findings of the author's Field Study No. I for the degree of Doctor of Education, Colorado State College of Education, 1950

<sup>2</sup>Listed items are those which appeared most frequently; they are listed in rank order.



high school from which graduated; (3) date of graduation; (4) high school credits (listed); (5) name of high schools attended; (6) rank in graduation class; (7) number in graduating class; and (8) grade in each high school credit.

*Junior College Scholastic Achievement:* 29 items comprised this topic; these appeared 520 times on 815 of the records. Items: (1) Description of courses taken; (2) grades in courses; (3) number of credits earned; (4) total honor points earned; (5) department in which courses are located; and (6) interpretation of grades.

*Health Data:* This topic was represented by 72 different items which were used a total of 434 times on 65% of the forms. Items: (1) Physical disabilities; (2) condition of your health; (3) vision; (4) hearing; (5) height; (6) weight; and (7) teeth.

*Extra Curricular Activities Record:* 36 different items which appeared 271 times on 66% of the records constituted this topic. Items: (1) Extra curricular activities participated or engaged in; (2) dates of extra curricular activities; (3) evidences of leadership; (4) positions of responsibility which you have held; and (5) membership in clubs.

*Achievement Test Data:* The 14 different items representing this topic were used a total of 297 times on 62% of the forms. Items: (1) Name of tests; (2) scores made on tests; (3) percentile rank; (4) date tests were taken; and (5) basis for norms.

*Scholastic Aptitude Test Data:* This topic was composed of 17 different items. The topic was represented on 65% of the forms and the items appeared a total of 312 times. Items: (1) Name of tests; (2) scores on tests; (3) percentile rank; (4) date tests were taken; (5) form or edition of tests; and (6) test score indications.

*Personality Data:* The 23 different items which constituted this topic appeared 226 times on 41% of the records.

Items: (1) Character chart, traits to be listed and evaluated; (2) evaluation of leadership; (3) evaluation of appearance; (4) evaluation of emotional stability; and (5) evaluation of cooperation.

*Vocational Plans:* The tabulation of items representing this topic revealed a total of 23 different items which appeared 185 times on 69% of the records. Items: (1) What occupation do you plan to enter; (2) after graduation, what do you plan to do; (3) vocational interests and desires; (4) what is your vocational preference; and (5) vocational plans.

*Stated Interest Record:* A total of 50 different items, which appeared 195 times on 57% of the forms, constituted this topic. Items: (1) Special interests; (2) hobbies or interests; (3) how do you spend your leisure time; and (4) major subject interests.

*Financial Status:* This topic was represented by 25 different items; they appear a total of 173 times on 56% of the records. Items: (1) Do you have to work in addition to your regular school activities; (2) are you working in addition to your regular school activities; (3) average number of hours of outside work per week; and (4) what is the nature of your outside work?

*Interest Inventory Data:* 12 different items which appeared a total of 103 times on 18% of the forms comprised this topic. Items: (1) Name of Inventory; (2) date inventory was taken; (3) scores on inventory; and (4) major indicated interests.

*Work Experiences:* This topic was represented by 20 different items which were utilized 152 times on 54% of the records. Items: (1) Describe the nature of work you have done; (2) work experiences; (3) name of employers; (4) dates of work experiences; and (5) work experiences while in college.

*Veteran Information:* The tabulation revealed 32 different items constituting this topic which appeared 159 times on 39% of the records. Items: (1) Veteran;

(2) branch of service; (3) last grade or rank; and (4) months of active service.

*Follow-up Information:* The tabulation revealed 25 different items constituting this topic which appeared 18 times on 21% of the records. Items: (1) Senior colleges attended; (2) types of work entered; (3) courses pursued by graduate; (4) degrees earned; and (5) employment record of graduate.

*Educational Plans:* 14 different items which were used 112 times on 58% of the records represented this topic. Items: (1) Educational plans; (2) after graduation, what college do you plan to enter; and (3) what curriculum have you chosen to follow?

*Attendance Record:* This topic was represented on 18% of the records by 10 different items a total of 74 times. Items: (1) Days absent; (2) year in which absences occurred; (3) subject in which absences occurred; and (4) days present.

*Special Aptitudes and Skills:* A total of 17 different items comprising this

topic appeared 93 times on 42% of the records. Items: (1) Special aptitudes and abilities; (2) special aptitudes as revealed by tests; and (3) special skills.

*Honors Received:* 6 different items which appeared 59 times on 46% of the forms constituted this topic. Items: (1) Honors; (2) honors and awards; and (3) academic honors.

*Religious Activities:* This topic was represented by 12 different items on 40% of the records. These items appeared a total of 59 times. Items: (1) Religious preference; (2) church membership; (3) religious affiliation; and (4) in what religious activities are you engaged?

*Elementary School Record:* 11% of the records carried data concerning this topic. 12 different items represented this topic and they appeared a total of 43 times. Items: (1) Elementary schools attended; (2) elementary scholastic record; (3) location of schools; and (4) dates attended elementary school.

*Provision for Counselor's Comments:* 66% of the records carried provisions for comment by counselors and advisers.

# The Junior College World

J E S S E P. B O G U E

**T**HE *World* for this issue of the *Journal* is a continuation of reports on summer workshops and seminars for junior college education. The first section of these reports is contained in the November issue.

*Colorado, University of:* During the first five weeks of the summer session, Professor Clyde Hill of Yale University taught the course entitled, "The Junior College in the United States," in which 38 students were enrolled. Treatment was given to an overview of the movement as a whole. Some of the areas of special interest were concerned with proper programs for students who would not expect to continue their studies in senior institutions. Colorado plans to offer a two-weeks full-time conference for junior college students next summer with Dr. William A. Black of Kansas State Teachers College heading the conference.

*Florida, University of:* The leaders of Florida's seminar in junior college education, Dr. L. O. Todd, president, East-Central Junior College, Decatur, Mississippi, and Dean W. W. Little, University College, University of Florida, Gainesville, were assisted by consultants from the University who head the various departments of general studies in the University including humanities, social science, physical science, and com-

munications. The plan of the seminar was built on "Problems of General Education for Small Colleges and Junior Colleges." There were 12 full-time students and 18 auditors. Dr. Leon Henderson, Professor of Education, University of Florida, states that this was "one of the most enthusiastically acclaimed seminars or workshops among the various workshops held at the University of Florida during the past 12 years." The general education program at Florida is one of America's oldest and most successful. The opportunity to pursue a core program in the junior college and at the same time make intensive first-hand studies of the working of general education in the University made this seminar one of uniqueness in the country.

*George Peabody:* George Peabody College for Teachers, Nashville, Tennessee, revived its junior college program this past summer after a lapse of two years. Dr. Roosevelt Basler, newly elected faculty member of the college will devote some of his time to the field of junior college education. Sixteen students were enrolled in the seminar which was at the graduate level and met two hours daily for a period of five weeks. While the seminar was devoted to an overview of the movement, special attention was given to the basic ideas

of the community college. Each student worked out tentative solutions for at least one main problem found in his own institution.

*Kansas State Teachers College:*

From June 6th to August 4th Dr. Merle Prunty of Stephens College, Columbia, Missouri, taught one class of 22 junior college administrators and teachers during the summer session at Pittsburg, Kansas. Each member of the class participated in either a group or individual project in line with one of his main interests. Problems in organization and administration, community surveys, and financial support of the junior college with special reference to the community concept of the movement were stressed. The group attended a number of conferences conducted on the campus: The Community School, Life Adjustment Education, Conference on Exceptional Children, etc.

*Loyola University:* Located in Chicago, Loyola University initiated a program in junior college education this past summer under the leadership of Dr. William H. Conley, Dean of the University College. The class, with an enrollment of 20 students, was conducted for six weeks for three hours of graduate credit. General aspects of the junior and community college movement were considered with some special reference to curriculum and finance, history and development, organization, faculty and library.

*Michigan, University of:* Dr.

Leonard V. Koos taught the course again this summer at Ann Arbor and conducted in addition a one-day special institute on community college problems. Twenty-six students were enrolled in the junior college class. Dr. Koos lectured on "Recent Experiences in the Community College Field" before the Annual Educational Conference, and gave one of the afternoon University Lecture Series on "The Dynamics of the Community College Movement." The one-day institute was attended by representatives of 14 school systems now considering the establishment of junior colleges and was presided over by Dr. James B. Edmonson of the School of Education. To assist in the solution of several problems identified by superintendents and others, Dr. Koos reviewed problems of organization, administration, curriculum, etc.

*Missouri, University of:* "A Conference on the Improvement of Instruction" was conducted at Columbia from June 15th to 17th with 120 representatives of 32 Missouri junior colleges participating. The conference was sponsored by the University of Missouri with the support of the Carnegie Foundation for the Advancement of Teaching under the leadership of Dr. Donald F. Drummond, Director of the Program for the Improvement of Teaching in Colleges and Universities. While this conference was not devoted especially to junior colleges, it carried full significance for them and was par-



ticipated in by junior college personnel. The Report of the Conference on the Improvement of Instruction covers 94 pages and is available from Dr. Drummond on request.

*Nebraska, University of:* An eight weeks, three credit hour course was given in the summer session of Teachers College, University of Nebraska, by Professor Galen Saylor with 25 students enrolled. The nature of the course was introductory with considerations given to history, development, legal status, finance, philosophy and purposes, the place of the junior college in the total scheme of American education, etc.

*Pennsylvania State College:* Twenty-two students were enrolled in "The Community College and Post-Secondary School Education" course conducted by Dr. Robert B. Patrick, Associate Professor of Education, who stated that the College will be ready to offer, when the time is ripe, a workshop on problems of the community college level. He believes that there is a great need for such a workshop in Pennsylvania. Curriculum and methods to make proper implementation were the areas of greatest interest during the summer session.

*San Francisco State College:* Dr. McKee Fisk of Fresno State College conducted the class at San Francisco with an enrollment of 15 students. The six-weeks course was in the nature of a general survey designed especially for teachers. Greatest interest was in the

relationship of general and technical-occupational training. The main question raised was—how can a fusion program be best carried out in practice? Miss Phebe Ward, author of *Terminal Education in the Junior College* and Director of General Education in the Contra Costa, California, Junior Colleges, was a special consultant to the class.

*Utah, University of:* The University of Utah conducted a conference from June 28th to July 1st. The general theme was, "Counseling and Curriculum in General Education." It was attended by 50 junior and senior college students from the state. During the first term of the summer session, June 19th to July 21st, Dr. Feder of the University of Denver conducted two classes of interest to junior colleges: "Diagnosis in Student Counseling" and "Student Personnel Services in Higher Education." A 10-page report was made by the consultants and participants in the conference on Biological Science, Social Science. Those interested to secure a copy of the report may address Dr. John T. Wahlquist, College of Education, University of Utah, Salt Lake City. All institutions of higher education in Utah are cooperating in a study and experimentation of general education.

*Virginia, University of:* Under the leadership of Dr. W. A. Smithy, College of Education, a seminar of junior college education was conducted for one week. There were



12 graduate students of the University and an equal number of junior college administrators in attendance. Encouraged by the attendance and interest, Dr. Smithy states that the University has plans for a two-weeks seminar during the summer of 1951. Students and participants were interested in and discussed problems relating to the public community colleges as well as to the privately controlled junior colleges.

*Washington, State College of:* Running concurrently for the full eight weeks of the summer session two programs in junior college education were offered under the direction of Dr. S. V. Martorana of the School of Education. Thirty students were enrolled in the course and 24 in the "Workshop in Community College Education." The central topic for the workshop was general educational programs in community colleges. Participants worked on various aspects of the theme with consultants from State College and Dr. Martorana to plan, prepare and publish a report to the total membership. In addition to the foregoing, each student worked on some area of his special interest.

*Washington, University of:* Dr. Henry A. Dixon, President of Weber College, Ogden, Utah, had an enrollment of 45 students in his workshop at Seattle. Only 15 out of the 45 had ever taken a course in higher education, although 27 were teaching in junior or senior colleges and 9 others were in prep-

aration for such teaching. The workshop program was based on responses to a questionnaire submitted to the participants by Dr. Dixon. Considerable time was given to the community college. Dr. Dixon states: "There is no comparison between the grasp of the community college movement possessed by the people in the workshops which I attended in 1939, 1940, and 1941. The general progress of the movement is both astonishing and refreshing. It makes me conscious of the fact that we are guests at the table which we did not set, and that we owe more to the pioneers of the movement than any of us are aware. Again I have not forgotten that there is even more pioneering being done right now than there was 10 years ago."

*Washington University:* Washington University at St. Louis secured the services of Dr. Hal O. Hall, Superintendent of the Bellville Township High School and Junior College, as teacher of the junior college education class and Dr. John W. Harbeson for one of the lectures. Six students attended the class.

*Conclusions:* The attendance at seminars and workshops as well as total enrollments in 1950 were considerably higher on the average than in any previous year. The seminars and workshops are becoming a definite and continuing part of summer sessions at universities. Prospects relayed to this writer are for more seminars and workshops

in 1951. The most successful and best attended sessions were in those institutions which made plans early and promoted attendance among junior college personnel. The general satisfaction on the

part of students and participants indicates that the summer workshops are highly significant for all junior colleges and for the further expansion and improvement of the movement as a whole.

## *From the Executive Secretary's Desk*

JESSE P. BOGUE

THE *desk* has been on the bounce so much recently that the writer must resort to a sort of travelogue. As Elbert Hubbard used to say, we shall travel to the homes of the great. The great in this instance are the people in the junior colleges—staffs, faculties and students.

On the morning of October 9th, we headed for Bristol, Virginia. This rapidly growing city astride the Virginia-Tennessee state border is within the Tennessee Valley Authority; and amply supplied with electric power, which is one reason for its great expansion in industrial activity. Mountains and lakes tend to beautify the landscapes and change the psychological and sociological aspects of communities not only by providing better economic conditions but by encouraging recreation, out-of-door living and a greater degree of healthful social contact.

Our hosts were Dr. and Mrs. William E. Martin who, for over 25 years have been at the head of Sullins College. Originally Sullins was located on a six-acre plot in the downtown section. After struggling along for years it was finally abandoned by the Methodist Church. Enterprising citizens then took over the property and organized a non-profit corporation. The small campus was traded to Bristol for a plot of 50 acres overlooking

the surrounding country. To this original holding additional land has been added until now the campus and farm with a lovely lake comprise 400 acres. An imposing central hall was erected and gradually other buildings were added—two quite recently: a library and classroom structure; and an apartment building for faculty members. The city has been extended out to and beyond the college so that 50 acres of the campus have been subdivided into lots, and residences are being built on them. About 20 years ago, Dr. Martin was offered the land between the college and the then city of Bristol for \$30,000. That same land has now been sold for \$240,000 and still there is land for future sale in the same plot.

We spent the afternoon with a faculty group which has been at work for nearly two years on curriculum studies. Changes have been made looking towards a program of more effective general education and practices are being evaluated with great care. Sullins has some excellent publications including the student newspaper, *The Reflector*, and the student year book, *The Sampler*, both of which have been regularly receiving awards.

Late in the afternoon of the 11th we arrived at Tipton where our hosts, Dr. and Mrs. Frederick J.

Marston, met the train and drove us to Kemper Military School at Boonville. We had dinner at the city's leading hotel, in company with our hosts and Commandant and Mrs. Johnson of Kemper. Thursday morning we visited the barracks, classroom buildings, armory, great gymnasium, and swimming pool at Kemper. The afternoon was devoted to extended discussions with the faculty and seven professors from the University of Missouri who were also visiting Kemper. From there we went to Columbia with brief calls at Christian College, Stephens, and the University of Missouri; President Miller of Christian was in Oklahoma City; Dr. W. W. Carpenter, of the University of Missouri, who had done extensive research for junior colleges and who recently returned from Japan was out of the city; we talked briefly with President Rainey of Stephens and saw the model of the modernistic chapel soon to be erected on the campus.

At 6:30 the next morning, we were greeted at the station by Dean Max Bickford of Eldorado Junior College and spent the day visiting the college.

Saturday the 14th, 265 deans, staff members, superintendents and junior college teachers arrived in Eldorado for the second annual state junior college convention with Dean Fred Sinotto of Independence as president. Speakers, Floyd Herr of the State Department of Education, presented to the group his

latest study and complete analysis of the Kansas Junior Colleges; C. C. Colvert, University of Texas, gave a challenging analysis of the four basic functions of junior colleges; and the writer made some observations on effective junior college teaching. The afternoon was spent in discussions by 16 interest groups with Herr, Colvert, Dr. William A. Black of Kansas State Teachers College, and the writer as special consultants. Kansas junior college people are enthusiastic about the state meetings, and these meetings, where all teachers can attend, seem to be an effective way of stimulating interest and creating better understanding of common aims and methods to achieve them. Saturday came to a close with a 100-mile drive across the Kansas plains to Independence with Fred Sinotto.

Sunday afternoon, Mr. and Mrs. Sinotto took us on a tour of the city and surrounding country to show us the park and recreation center to which people come from 50 miles, and some new elementary school buildings.

Monday started with another round of general inspections. Independence has a rather new senior high school and junior college building in addition to an older one. Plans are to demolish the old building, construct a new junior high and use the present newer facilities for grades 11 through 14. We lunched with the staff and board of education, spoke to students in assembly and were driven

to Coffeyville for the next assignment.

Coffeyville is an industrial city with a population of about 17,000. We visited the McFarland Vocational and Technical building, the junior college, and the high school.

The next jump was to Arkansas City, 80 miles away, where Dean K. R. Galle met us. This city is a combination industrial and trading center for a great agricultural region. It is on the border line of the wheat belt to the north and west and the grazing lands to the east. Wednesday, the 18th, we talked to the junior college students, the Chamber of Commerce at luncheon, all teachers of the city school system, and the staff and teachers of the college. We also made a round of visits to boys at work under the Trade and Industrial program of the junior college.

Thursday morning, Dr. Carl S. Kunder, president, St. Johns College at Winfield, called and took us to his college at Winfield. A new dormitory for 120 women has just been completed; all buildings on the 12 acre campus are made of limestone; and there is an oil well on the athletic field that has been pumping since 1932. Practically every teacher in this co-ed Lutheran junior college is a man. 158 students are headed for the Lutheran ministry in a program of two years at St. Johns and four at the seminary in St. Louis. A German youth, John Peter Baden, built St. Johns College many years ago and

offered it free to the Lutheran Church on two then radical conditions: first, it should be co-educational; second, it should use the English instead of the German language.

We drove back to Arkansas City, met Dean and Mrs. Max Bickford of Eldorado, and rode with them to Oklahoma City via Stillwater, where we saw the greatly expanding Oklahoma A. and M. One new dormitory just completed there houses 1,200 students; they also have a new library and several other buildings under construction.

October 19th to 21st, the Council of North Central Junior Colleges met at the Biltmore Hotel. All delegates were guests of the Oklahoma Junior Colleges for dinner. Dean Howard Taylor of Oklahoma College for Women spoke Thursday night at dinner. The welcome address was given by Bruce Carter of Northeastern Oklahoma A. and M. He was followed by two Texans, Dr. James W. Reynolds and Dr. C. C. Colvert of the University at Austin. Dr. Reynolds gave an exposition of the production of the *Junior College Journal*. Dr. Colvert addressed the session on "Some Important Minor Points for the Junior College Administrator."

President Henry G. Bennett of Oklahoma A. and M. addressed the luncheon meeting with a startling account of his recent visit to Ethiopia. According to Bennett, this country is potentially one of the



richest for its size in the world but it is a beggar sitting on a bag of gold for lack of education. Friday afternoon reports of junior college progress were made by representatives for 10 states. The banquet Friday night with A. G. Dodd of Morgan Park, Chicago, as toastmaster and president of the Council, successor to Nels T. Tosseland, was made inspiring and profitable by an address from President George L. Cross of the University of Oklahoma. On Saturday morning, Marvin Knudson and the writer addressed the closing session,

the former on the proposed extension of Association work into regional groups and the latter on current issues before the junior colleges.

It required nearly two weeks to get to Oklahoma City, but only 6 hours to return to Washington via DC 6.

On our trip we saw signs of progress, much better understanding of the junior college movement, plans for new buildings, and alert people looking for ways in which to do their work better than ever before.

## Recent Writings

### JUDGING THE NEW BOOKS

Theodore C. Blegen and Russell M. Cooper, Editors. *The Preparation of College Teachers*, Washington, D. C.: American Council on Education Studies (Series I—Reports of Committees and Conferences—Number 43), Volume XIV, July, 1950. Pp. vi-186.

This is the published report of the Chicago Conference on the Preparation of College Teachers, held December 8-10, 1949, under the joint sponsorship of the American Council on Education and the U. S. Office of Education.

While dealing with the problem of preparing teachers for higher education, this conference followed the general pattern of similar conferences held in recent years in the interest of better teaching on the elementary and secondary levels. Those in attendance included about 160 persons occupying varying positions of leadership in education in the United States, including U.S. Commissioner Earl J. McGrath, various college and university presidents, graduate deans, and others responsible for the selection, training, or employment of college teachers. With such a group it was inevitable that there would be differences of opinions, but unanimous agreement was reached upon the resolution, adopted at the close of the conference, to recommend the establishment of a Com-

mission on the Preparation of College Teachers to carry forward the purposes which led to the convening of the Chicago conference.

The major speakers and their subjects were: George F. Zook, "Background of the Conference"; Theodore G. Blegen, "Education Cannot Stand Still"; Harry J. Carmen, "The Preparation of Liberal Arts Teachers"; Andrey A. Potter, "What Kind of Teachers Do the Colleges Need?"; Earl J. McGrath, "Graduate Work for College Teachers"; Paul Klapper, "Problems in College Teaching"; Richard J. Medallie, "The Student Looks at College Teaching."

Questions raised by the speakers included such items as:

1. Is good college teaching essential to our civilization?
2. What are the characteristics of a good college teacher?
3. Are techniques in college teaching important?
4. To what extent does college teaching at present appear to be inadequate?
5. To what extent are the objectives of higher education today the same or different from those of a few decades ago?
6. To what extent are the implications of college teaching problems generally recognized?
7. Does academic achievement assure success as a college teacher?
8. How much general education should be included in the preparation for college teachers?
9. Who should select and train college teachers?
10. What experiences are necessary in the preparation of college teachers?

11. What is the place of research in the preparation of college teachers?
12. Should the requirements for the Ph.D. degree be liberalized?
13. Should the certification of college teachers be required?
14. To what extent is teacher improvement dependent upon self-evaluation?
15. In what ways can the opinions of students be utilized in the improvement of college teaching?

Of the six work groups reporting to the conference, Group I, appropriately enough, concerned itself with the recruitment and selection of college teacher candidates. Maintaining that the breadth of graduate work, the discipline of the dissertation, and the supervision of apprentice teaching are of limited effectiveness unless the candidates possess additional qualifications, they recommended: emotional control and security; "B" average intellectual ability; deep interest in students and in other people; vital enthusiasm for the subject taught; imagination, inventiveness, and curiosity; and a strong drive and persistence as minimum standards the prospective teacher should meet.

The consensus of opinion was that aptitude tests might aid in selecting future college teachers, and further, that a generous fellowship program might be instituted to attract juniors and seniors into graduate training leading toward the teaching profession.

After the initial selection of the future college teachers on the basis of tests and functions, Group I seemed to favor some type of ap-

prentice teaching program in which the apprentice would be carefully supervised by experienced teachers. Those who could not meet certain standards would be eliminated.

Ph.D. candidates should be acquainted with college and university organization, curriculum problems, counseling problems, appointment and promotion procedures, and financial affairs. They suggested placing more emphasis upon apprentice teaching under supervision and upon desired personality characteristics.

Group I concluded that universities and graduate schools must provide for education of a high quality in order to produce future college teachers who are competent.

Group II, in discussing academic preparation, reported that most graduate schools have looked upon themselves as primarily research training institutions and have educated men and women whose principal purpose and direction in life was to teach college students as if they were to be principally research scholars. One of the results of this type of instruction is that requirements for a Ph.D. have come to have less and less relation to the job that the person will ultimately do.

In their zeal to produce specialists, colleges have forgotten that a college teacher must have a liberal and general education which cannot be completed in the first two years of college. The group felt that graduate schools should help those students who are to become

college teachers to stretch the range of their knowledge and understanding both for their own and their students' benefit.

Several plans for a broadening of the field of study for the Ph.D. research were considered, and it was pointed out that such programs are steps toward integration of knowledge. The group decided that the kind of research in which a man should engage should be determined by his particular interests and capacities. Assuming he has a capacity for organizing, synthesizing, and interpreting knowledge and ideas, his advisers should see that he has an opportunity for work which develops these capacities. Such advisement would lead to a greater flexibility in the program.

It was further decided that the establishment of values and attitudes is extremely important. Consideration of the nature of man, of the structure and goals of society, of the role of education, of problems of human behavior and relations, of the meaning of art in human life were recognized as implicit in the study of many "fields" or disciplines.

Group III, considering the dissertation, agreed that the research had a definite value in the Ph.D. program, but suggested that the fields of study should be more comprehensive and interpretive in a program to train college teachers. The present programs assume that research and teaching are similar. Actually, the research worker is

concerned with minute analysis of an ever narrower area of reality, while the prospective teacher must master wide ranges of subject material, learn the habit of philosophical synthesis, and acquire pedagogical skills.

Group III agreed that research techniques do develop critical and inquisitive minds, stimulate interest in a field of study, permit mastery of a segment of subject matter, and may aid in analysis, synthesis and interpretation. They also agreed that the research technique should be adjusted to the needs of a program, for the training of college teachers.

Group IV, which reported on "Knowledge of Teaching Problems," gave considerable thought to results of research on the training of college teachers. It was pointed out that well over half of the Ph.D. recipients enter college teaching but that "doctoral candidates ordinarily obtain little or no systematic preparation for their teaching duties."

"These casual methods of preparing college teachers are not producing the desired outcomes, if one may judge from the fairly wide discontent expressed not only by academic employers of Ph.D.'s, but also by other individuals concerned about the training of college teachers," the group's report stated.

A study of the catalogs of 50 leading graduate schools revealed offerings of a total of 226 courses pertaining to some phase of work in higher education among which

were 48 courses pertaining to junior college work, 45 in the field of higher education, 38 to the curriculum and instruction, 34 to student personnel work, 33 to teacher education, 24 to organization, administration, and finances, and four to measurements and evaluation.

The group agreed that the knowledge, understanding, and skills necessary for the beginning college teacher should include: knowledge of the learning process of the student-age group; understanding of the role of higher education in modern life; understanding of the functions of the college teacher in a free society; and skill in the methods, materials, and techniques of instruction.

They felt that professional training for the college teacher should be in addition to the regular doctoral program and carried out within the existing graduate system rather than in some specialized unit which might be set up for that purpose.

"A course in this field, needless to say, ought to be itself an example of good teaching practices . . . . (and) . . . . must be staffed by extremely competent persons," the group reported.

Group V, which concerned itself with the apprentice training of college teachers, asserted that "the American college teacher is the only high-level professional man in the American scene who enters upon a career with neither prerequisite trial of competence nor ex-

perience in use of the tools of his profession."

Pointing out the wide acceptance of the theory of the responsibility of graduate schools for the training of teachers, the group went on record as holding that thus far the graduate assistantship practices of American universities have not constituted satisfactory apprenticeship experience, except in rare instances.

1. It is not the responsibility of the undergraduate college in which the candidate may be serving his apprenticeship.
2. It is not the prerogative of the professional expert in educational theory and practice.
3. The department in which the candidate is doing his major work has the direct responsibility for his training as a college teacher, just as it has the direct responsibility for the training of research workers.
4. Because of the unevenness of departmental efforts along this line, even within the same institution, the responsibility for overall leadership is institutional rather than departmental.
5. Institution-wide committees should be utilized to coordinate the apprentice program.

The group was firm in its stand against any move that would make the serving of an apprenticeship a requirement for college teaching, and also to the setting up of a "certification" system after the manner of certification of teachers on the lower levels.

They admitted that the problems of administering an effective apprenticeship program were many, particularly if the advantages of apprenticeship training were to



be extended to a great number of candidates.

Group VI studied a number of existing institutional programs and then drew up a list of "commendable features" as criteria which should govern sound programs for the preparation of college teachers.

The institutional programs studied included those at the University of Chicago, Colgate University, the University of Colorado, Cornell University, the University of Denver, Emory University, Kansas State College, Michigan State College, the University of Michigan, the University of Minnesota, the University of Missouri, Northwestern University, Ohio State University, the University of Oregon, Pennsylvania State College, Radcliffe College, Syracuse University, and the University of Wisconsin.

The "commendable features" as drafted by the group may be summarized as follows:

1. The positive recruitment and careful selection of candidates.
2. The requirement, or at least strong encouragement, of a well-balanced background in general education.
3. Introduction of broad interdepartmental and interdivisional programs of study at the graduate level.

4. Modification of the requirements for the dissertation in the interest of the candidate's needs for teaching purposes.
5. A systematic provision of courses, seminars, and workshops designed to equip the candidate with professional skills.
6. Provision for apprentice experience for prospective college teachers and for in-service training of college teachers.
7. Acceptance of responsibility by chief administrative officials for undertaking and supporting such programs in the graduate schools.
8. Provision within the institution for the study, initiation, and development of such a program of teacher training.
9. Opportunity for participation by various types of employing institutions.
10. Establishment by one or more graduate schools of cooperative arrangements with nearby undergraduate colleges for development of opportunities for varied apprentice experience.
11. A special concern by administrative officials for prompt removal of obstacles which appear to hinder the program.
12. Development of the program in the light of (a) continuous examination of educational philosophies, (b) constant clarification and definition of purposes of college education, (c) bold experimentation with new curriculums and instructional procedures, and (d) periodic evaluation of the effectiveness of the program.

Roy B. Allen  
William J. Good  
Rogene O. Weathers  
William E. Winter

## Notes on the Authors

### MARION GAITHER KENNEDY

In *Toward a Common Basis* S. A. NOCK, academic dean and registrar of Briarcliff Junior College, Briarcliff Manor, New York, has written an interesting article pointing out differences in junior colleges and difficulties that would arise if these colleges attempted to offer a program of general education.

*Why Our Students Leave School* by GIRARD THOMPSON BRYANT, assistant dean of Lincoln Junior College, is an analysis of the case studies of 37 freshmen who withdrew from Lincoln Junior College during the year 1949-50.

Dean Bryant suggests revisions in admission procedures, course offerings, and counseling techniques as a means of remedying this situation.

During the second semester of 1948-49 S. V. MARTORANA and STEVEN GITTER made a study at the State College of Washington of the attitudes of 651 undergraduate students toward the general integrated courses which were offered. Their article *Student Attitudes Toward the Objectives of General Education* is based on data obtained from this study. Dr. Martorana, Assistant Professor of Education and Consultant for Junior Colleges at the State College of Washington, was formerly Assistant Director of Research for the American Association of Junior Colleges. Mr. Gitter is an instructor in the Wauconda (Illinois) Community School.

*Preferences of Junior College Administrators Toward High School Teaching Experience* is the result of a survey made by NORMAN E. HAMLIN as a graduate student at Sacramento State College.

The data presented indicate that in California, high school teaching experience may serve as an aid to prospective junior college teachers. Mr. Hamlin is at present teaching English in Shasta Union High School, Redding, California.

*Junior College and Apprenticeship Curriculum Construction Through Advisory Committees* is a detailed plan of how the community need for occupational training programs in Los Angeles is being met by the organization of apprenticeship classes for the public schools and junior colleges with the aid of advisory committees.

The author of the article, J. DOUGLAS WILSON, is Supervisor of Trades and Industries in the Curriculum Division of the Los Angeles City Schools. Mr. Wilson is co-author of four textbooks on vocational education.

*The Preparation of College Teachers* was reviewed for December's *Judging the New Books* section by ROY B. ALLEN, associate professor of education at the University of Arkansas with the aid of William J. Good, Rogene O. Weathers, and William E. Winter, members of Mr. Allen's Junior College Administration Class.

*Present Status of Counseling Records in Public Junior Colleges* is part of the findings of a field study made by LESLIE O. CARLIN for the degree Doctor of Education. On the basis of this study a questionnaire was developed for the purpose of collecting more data to be used for counseling students who transfer from junior colleges to Central Michigan College of Education where Mr. Carlin is Personnel Counselor.

## Selected Reference

### H. F. BRIGHT

Dressel, Paul L. "Evaluation Procedures for General Education Objectives," *The Educational Record*, XXXI (April, 1950), 97-122.

With the present emphasis upon

general education in the junior colleges it is useful to consider such discussions as the present one by the director of counseling and chairman of the board of examiners at Michigan State College.

Dressel points out that formal evaluation procedures rarely have any-

thing to do with instruction but are usually designed for the purpose of assigning grades. The purpose of his article is "to suggest an approach to evaluation which will interrelate instruction and evaluation and make it clear that the two are but two sides of one coin—the coin being the medium of exchange which enables us, as teachers, to purchase optimum student development with regard to our, and their, educational goals."

The evaluation suggested by Dressel proceeds along the following lines:

1. Objectives are stated.
2. The objectives are restated in terms of definite and observable behavior in problem-solving situations.
3. Procedures for measuring evidences of such behavior are developed.
4. Evidence of change in students is obtained and analyzed.
5. The pedagogical implications of these data are considered.
6. Modifications of classroom activity are carried out if indicated by the study.

Obviously this is a large order and the author has been able within the limitations of the space available to him to indicate only a few of the possibilities of such a procedure. His method is to set forth twenty questions which are to be applied to any educational objective and to illustrate their application to a specific teaching objective. Without setting forth all the questions or the way in which they are treated, it should be possible here to get a notion of the proposed procedure from a sampling of Dressel's treatment of it.

The objective used as an example is one frequently encountered in the literature of pedagogy and may be stated as:

"The student should develop the ability to make meaningful interpretations of various kinds of data."

The first question applied to it is:

1. *What does this objective mean in terms of definite and concrete action, feeling, or behavior on the part of the individual? Faced with a group of individuals of unknown educational background,*

*what would distinguish between those who have and those who have not attained the objective?*

One can answer this question only in terms of the particular "data" considered and the types of "interpretation" desired. Obviously the problem of the student of photography faced with various data concerning shutter speed, film speed, light intensity, and the like and under the necessity of acting upon a judgment of the situation is quite different from that of a student of psychology who must interpret test data as clues to human potentialities or behavior. Nevertheless it is futile to discuss objectives unless there is substantial agreement as to their meaning. Dressel points out that admission of non-quantitative data may make meaningless a discussion of this question and lists as possible specifics:

Selection of particular numerical data.

Ability to interpolate and extrapolate values.

Ability to judge adequacy of sampling.

Ability to recognize errors in interpretations.

Ability to compare or contrast different forms of data.

Ability to apply known facts or theory to validate or question the implications of data.

Ability to recognize the difference between statements justified by the data and statements not justified and the degrees of difference between such statements.

5. *Is the desired behavior sufficiently distinct to be noted separately, or must it be noted only as it occurs in conjunction with some more involved, and perhaps more meaningful, behavior pattern?*

It can be demonstrated that some desired behavior can be measured to all practical purposes in isolation. Other behavior is inseparably a part of a *gestalt* involving other behavior forms. For example, interpretation of a prose passage is bound up with reading skill. Interpretation of data concerned with sociological matters is often tied to emotional factors. These factors which are not easily isolated

must be studied in different ways from those used for separable factors. It is futile to attempt the evaluation of patterns of behavior unless the procedure is clearly thought out.

9. *Is it possible to place before students, or to place students in, the real or true-to-life situations which have been considered? If not, what modifications must be made, and on what basis?*

Dressel points out that a decision cannot be made lightly upon this point and that certainly the following steps are necessary.

Some follow-up of graduates must be made.

A wide range of techniques must be employed in collecting evidence on student behavior.

Students must cooperate in evaluation.

Evaluation materials must be selected not because they are easily used but because they introduce complicated situations in which many factors must be taken into account.

Because pencil and paper tests are

easily used, it does not follow that they constitute the best or even a good type of evaluation when used alone. Evaluation must carry through all activities and must ideally involve a division of labor among departments and individual teachers so that the work of one individual verifies that of others.

By careful planning it is often possible to set up an evaluation situation which closely approaches realism.

This is more possible in the case of interpretation of data than it is in some other situations since a great deal of this type of work occurs in connection with problems which can easily be duplicated in the testing situation.

The above questions are examples of the approach advocated by Dressel. The approach is not easy as anyone can see by attempting to apply it. It does, however, offer promising avenues of investigation in the social sciences where quantification of data and of techniques is sometimes difficult to achieve.

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